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ABSTRACT

Based on a Secretary's Commission on Achieving Necessary Skills (SCANS) Life Management Retreat held in June 1996, this two-part compilation provides instructional resources and teaching strategies developed by life management faculty in California's community colleges. Following an introduction to the teaching of life and home management and a list of retreat participants, part 1 provides the following instructional resources: (1) a description of a life management course and its core components; (2) sample class activities, handouts, and worksheets related to such topics as values, goal-setting, ethics, financial management, cultural diversity, self-esteem, role and conflict resolution, decision-making, communication, delegation, and time and energy management; and (3) lists of publications, agencies, books, software, audio-visual aids, guest speakers, and possible field trips related to life management instruction. Part 2 presents 27 teaching activities related to such topics as using the Internet to find information; identifying student and instructor roles and responsibilities; using ice-breakers and warm-up activities; employing a group building activity; using "jig saw" reading activities, or dividing articles among groups of students; and creating a community of authors. For each activity, the report indicates which SCANS competencies and foundation skills are addressed and provides a contact person. Contains over 60 references including software and audio-visuals. (TGI)

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ED 400 007

TEACHING LIFE MANAGEMENT IN CALIFORNIA COMMUNITY COLLEGES

JUNE 1996

a catalog of instructional resources and
teaching strategies

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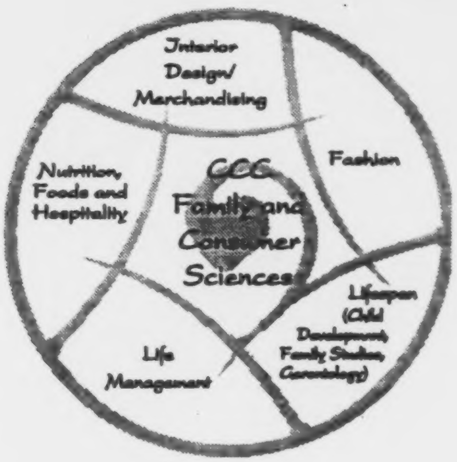
Interior Design/ Merchandising
Fashion
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

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CHANCELLOR'S OFFICE
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June 1996

Dear Community College Life Management Instructor:

We are pleased to present the attached document *Teaching Life Management in the California Community Colleges*. It is a compilation of instructional resources and teaching strategies developed by the sixteen participants in the SCANS Life Management Retreat held June 5 and 6, 1996.

The Retreat was the realization of a long term need expressed by you and your colleagues over the past several years. You were eager to have an intensive forum for sharing successful resources and strategies which were being utilized in the classroom to create an environment for learning essential life management skills. The lack of practical texts which addressed all of the Core Components for the Life Management course led to this concern.

Sixteen participants willingly shared their resources and strategies. These were carefully reviewed to determine their effectiveness and to avoid duplication and overlap. The *Teaching Life Management in California Community Colleges* publication is intended to be a working guide which you are encouraged to expand and strengthen through the addition of your own materials and new references and strategies as they are developed.

The activity was sponsored by the Chancellor's Office, California Community Colleges in cooperation with Long Beach City College and participating California Community Colleges. Support was provided by a Vocational and Applied Technology Education Act grant awarded to Long Beach City College by the Chancellor's Office.

It is hoped the publication will improve the effectiveness of Life Management courses statewide resulting in more meaningful life-long preparation for community college students whether they enroll in the course to fulfill general education requirements or as a component for a Life Management program.

Should you need additional information or copies of the publication, please contact Peggy Sprout Olivier, Family and Consumer Sciences Program Coordinator and project monitor, Chancellor's Office, California Community Colleges, (916) 445-0494 or Lynne Miller, Coordinator, Economic Development/VATEA and project director, Long Beach City College, (310) 938-3123.

Sincerely,

Peggy Olivier

Peggy Sprout Olivier

Lynne Miller

Lynne Miller

SCANS

INTRODUCTION

Teaching Life Management In California Community Colleges is a compilation of instructional resources and teaching strategies utilized by California community colleges. They are based on ideas shared at a SCANS Life Management Retreat held June 5 and 6, 1996. This retreat was sponsored in response to a priority need identified by California community college Life Management educators.

For over ten years, life management practitioners have requested teaching materials appropriate for the community college course. Of the few existing textbooks on the subject, most are written from a theoretical approach that is more appropriate for an upper division college course. The majority of community colleges stress application of the life management theory. The two-day Life Management Retreat provided an opportunity for college professionals to share successful resources and strategies with other community college colleagues as well as representatives from two four-year universities.

The subject area of Life Management originated as Home Management in the very early days of the discipline of Home Economics. Over the years, the topics included in the course have been refined to reflect changes in society and the family structure. In the development of the first *California Community College Home Economics Program Plan* published in 1984, visionaries who developed the comprehensive guide redesigned the content for the course and retitled the course Life Management which was more descriptive and appropriate. Content focused on essential skills for effective functioning of the individual throughout the life span and in the work, home and community environment. Shortly after the development of the first *Program Plan,* two Life Management Workshops were held to share teaching resources and strategies. These were supported by the Vocational Staff Workshops Project which was sponsored by CCCAOE (California Community College Administrators of Occupational Education now called California Community College Association of Occupational Education) in cooperation with the Chancellor's Office, California Community Colleges and funded by the Vocational Education Act. Joann Driggers, Mt. San Antonio College and Kay Sims, Yuba College were instrumental in the design of those workshops.

The *Program Plan* was revised in 1990, 1992 and 1996 which included review and revision of the Life Management section to keep it current and relevant to societal issues and trends. All California community colleges were mailed copies of the *California Community College Family and Consumer Sciences Program Plan, 1996* in April of 1996. The *Program Plan* includes the core components of courses comprising a Life Management program. The course entitled Life Management "is the foundation for the program area" and is a recommended Core Course for the program areas of Fashion, Interior Design/Merchandising, Lifespan (Child Development, Family Studies, Gerontology) and Nutrition, Foods and Hospitality.

Although the focus of the Life Management course has changed with society, some core principles continue which define the discipline. Retreat members were excited to discover an article from 1947 shown on the following page, which is as relevant today as it was almost 50 years ago.

Teaching Life Management In California Community Colleges is divided into two parts:

Part I - Instructional Resources which include worksheets, handouts, videos, films, software, publications and books which have been found helpful in teaching Life Management.

Part II - Teaching Strategies which include classroom activities and assignments which help students apply the Life Management concepts they are learning in the present and in their future.

Local colleges are encouraged to expand and increase the value of this instructional resource through adding learning resources and teaching strategies and to share these with colleagues statewide. Especially, in response to critical industry needs for a competitive work force in a global economy, colleges are encouraged to expand integration of the SCANS competencies and foundation skills.

Appreciation is expressed to the participants in the Life Management Retreat for their high level of enthusiasm, willingness to share and focus on the student. Participants are listed on page 4. It is also important to acknowledge the support of Peggy Olivier, Specialist, California Community College Chancellor's Office for providing additional funding for the SCANS Through Consumer Home Economics Education Project which enabled the retreat and the production and distribution of this publication.

An *education* should include the *knowledge* of *what to do* with it!

We may be knowledgeable, but if we are unable to sell our "learned" selves, what have we gained?

HOME ECONOMICS: THE PEOPLE PROFESSION

PEOPLE WANT TO GAIN

1. Health
2. Time
3. Money
4. Popularity
5. Improved appearance
6. Security in old age
7. Praise from others
8. Comfort
9. Leisure
10. Pride of accomplishment
11. Advancement: business, social
12. Increased enjoyment
13. Self-confidence
14. Personal prestige

THEY WANT TO BE

1. Good parents
2. Social, hospitable
3. Up to date
4. Creative
5. Proud of their possessions
6. Influential over others
7. Gregarious
8. Efficient
9. "First" in things
10. Recognized as authorities

THEY WANT TO DO

1. Express their personalities
2. Resist domination by others
3. Satisfy their curiosity
4. Emulate the admirable
5. Appreciate beauty
6. Acquire or collect things
7. Win others' affection
8. Improve themselves generally

THEY WANT TO SAVE

1. Time
2. Money
3. Work
4. Discomfort
5. Worry
6. Doubts
7. Risks
8. Personal embarrassment

The more interesting the content and the clearer its relevance to results the learner values, the greater the motivation to learn. This is a simple concept with a profound design implication: *Help learners discover and explore the real world advantages and uses of the information you present either by telling them what you feel the advantages and uses are or by setting up "discovery" exercises that help them focus on application and its advantages.*

Irving Lorge. *Effective Methods in Adult Education.* Report of the Southern Regional Workshop for Agricultural Extension Specialists, Raleigh, North Carolina State College, June 1947, p. 25.

SCANS

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SCANS

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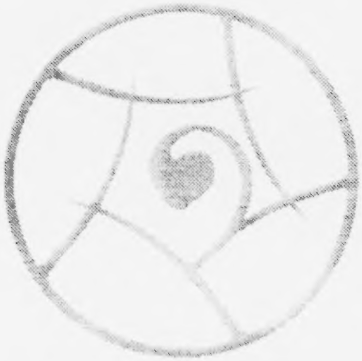

Life Management Purpose

The Life Management program provides awareness of and preparation for a variety of careers in Resource Management (including Financial Management) and Consumer Affairs. On-the-job training will enhance the marketability of students. In addition, the curriculum is essential for preparing individuals to balance personal, family and work responsibilities throughout the life cycle. Life Management introduces many of the SCANS competencies to help people enjoy a productive, satisfying life and to help companies be competitive in the global marketplace.

SCANS

PART I - INSTRUCTIONAL RESOURCES

INTRODUCTION

Life Management Retreat participants shared a variety of resources for use in teaching the Life Management course. Due to the quick time line of this project, resources are presented as shared with no editing and only limited computer resetting. Some are not of reproduction quality. However, the value of the resources was of paramount concern and consequently they are included for local editing and production. Colleges are free to duplicate and/or modify all worksheets and handouts. It is unfortunate the high level of enthusiasm, excitement and responsiveness so prevalent during the retreat can't be transferred. It is hoped you will capture some of that essence as you read through and work with the collection of resources included.

A variety of topics are covered - some of which address Core Components of other Core Courses in the Life Management program. (See Life Management section, *California Community College Family and Consumer Sciences Program Plan, 1996*, page 100, Matrix for a listing of the Core Courses). Course content varies from college to college depending upon whether Life Management is offered as a single course or is a part of a comprehensive program which prepares students for employment in one of the Life Management fields of specialization. Local factors of influence and student needs and priorities further influence the content of the course. The retreat participants encouraged inclusion of all resources noting the variety of topics essential to cover local college needs.

Resources are clustered by type. Worksheets and handouts developed or adapted by the participants are organized by Core Components included in the Life Management Course. The Life Management Core Course and Core Components as listed in the *Program Plan* follow.

LIFE MANAGEMENT COURSE

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

- Values, goals and standards
- Ethics
- Resource identification and allocation
- Self esteem
- Motivation/procrastination
- Conflict resolution
- Communication
- Time and energy management
- Delegation
- Work simplification
- Impact of home based businesses
- Managing environmental resources
- Career opportunities in Life Management

Source: *California Community College Family and Consumer Sciences Program Plan, 1996*

You may find it beneficial to refer to the *California Community College Family and Consumer Sciences Program Plan, 1996* and especially the Core Courses shown as follows: Life Management page 101, Consumer Issues page 102, Family Financial Planning pages 102 and 103 and Financial Management page 103. If your college is articulating the Life Management course with a four-year college or university, all components of the Life Management Course must be included in the curriculum. Many references discussed which are protected from reproduction by copyright are not included. Where possible, these are listed under references - publications, books, software, audio visuals, etc.

Appreciation is expressed to the instructors who willingly shared references which they had used successfully in their own instructional setting. It is through their professional generosity that the variety and quality of resources has been made available for other colleges to implement and adapt to their own needs. In return, you are encouraged to share resources with colleagues statewide.

Handouts and Worksheets

THE SYLLABUS

Description:	Innovative marketing and promotional tool; newsletter format for class syllabus. See worksheets: 9a and 9b
Contact:	Elizabeth Stark Chaffey College

THE SYLLABUS

[illegible]
Technologies
VOL. 1 [illegible]
Consumer Studies 40
Section Number 2390
Spring Semester 1996

SAMPLE

Life M ' Offered Spring

CONSUM 40, Life ... tion 2390, will be offered Wednesday ... 9 p.m. in PCS-4. Instructor for the cou... tark. Dr. Stark may be reached by p... ppointments may be made through ...

Instructor Ann... pected Course C...

By the end of the course the learne...

1. Make more effective choices regard... and other resources.

2. Analyze the effects of cultural forces, change and future change, and future tren... and standards and evaluate the appropriate... ues and standards for their given situation.

3. Use the decision making process to achieve ap... ate goals to maximize personal, social, spiritual, economic potential and enhance success in many ar...

The official course outline for this course states that at th... completion of Consum 40, students will be able to:

1. Determine their goals.
2. Evaluate the sources of their values.
3. Use decision making process to solve problems.
4. Forecast the future and utilize skills to plan their life.
5. Discover method for success, motivation and self esteem.
6. Make career choices and explore resources to reach their potential.
7. Create a time management plan with emphasis on stress management and time constraints.
8. Utilize communication techniques in improving relationships/family life.
9. Increase self reliance through financial management and income allocation.

CONSUM 40 Provides Opportunity to Master the Art of Life Management

Life Management, a three-unit, three-hours per week lecture course, is a practical course designed to help students understand and use resources which influence life management skills. The course covers family structures, goal setting, career planning, value clarification and conflicts, and resources for functioning effectively in society.

The course meets the Physical Education/Recreation/Wellness requirement for the Associate Degree. For students planning to transfer to the California State University, the course also meets the Area E "Lifelong Understanding and Self Development" requirement of he CSU General Education Certification Course Pattern.

Instructor, Elizabeth Stark, has been a member of the ...ey College faculty since 1974 and a counselor since ... Her current assignment is divided between coun... d coordination assignments in Educational Ser... luding oversite of the catalog and schedule ... and matriculation. Her office is located on ... of the Administration Building in Educa... . Appointments may be made by contact... rectly or through the Counseling Center ...-2116.

Course Requirements Demand Attention of Students

1. Readings, exercises, and/or projects are due on the date assigned.
2. Assignments will be accepted early but never late. If you miss a class you may not make up the work.
3. All assignments must be typed. Typewriters and computers for word processing are available to students in the college library.
4. No handouts will be given late.
5. It is the student's responsibility to drop the class if that becomes necessary. However, the instructor MAY drop a student if two consecutive class meetings are missed. Additionally, the instructor reserves the right to drop a student for lack of serious academic effort, such as (1) failure to purchase the required texts; (2) failure to complete the assigned readings or class exercises; (3) disrupting the teaching-learning process; (4) failure to meet the standards of conduct expected of a Chaffey College student.
6. Each student must purchase eight (8) green Scan-Tron sheets (form no. 882-ES) and have a #2 pencil for use in the quizzes.
7. Your attendance is very important. Come to class each session and be on time. Roll will be taken at the beginning of class and after mid-class break (if one is taken). Late arrivals present a serious distraction to the instructor and to the students. If you leave any class session, you will be considered absent for the entire session.

Required Texts Hailed as Useful and Readable

Two texts are required for the course. They are available in paperback and may be purchased at the Chaffey College Bookstore. The first, HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE, by Alan Lakein, has been one of the standard sources for time and life management for 20 years. The book is easy to read and Lakein's approach will be used in the course for establishing goals, plans, and activities for learning to gain control of time and other resources for life management.

The second book, LIFE MANAGEMENT, Third Edition, Edited by Ann Dalsimo, is a compilation of articles reprinted from various journals, magazines, and newspapers. Each has been carefully selected and will provide thoughtful and provocative reading for the course.

Both books are "keepers" and should be useful references long after the course is completed.

Course Grading System Designed to Evaluate Student Performance

Course grades will be assigned based on the following five measures:

1. Quizzes (6 quizzes @ 20 points each): 120 points
2. Assignments (15 @ 10 points each): 150 points
3. Class presentation with written report: 50 points
4. Final examination: 80 points
   TOTAL POINTS: 400

For an A grade (1) Attend at least 15 class meetings; (2) Complete all quizzes; (3) Complete all assignments; (4) Participate in a class presentation; (5) Complete final examination. Minimum points for an A: 360.

For a B grade (1) Attend at least 15 class meetings; (2) Complete all quizzes; (3) Complete at least 14 assignments; (4) Participate in a class presentation; (5) Complete final examination. Minimum points for B: 320.

For a C grade (1) Attend at least 12 class meetings; (2) Complete at least 5 quizzes; (3) Complete at least 12 assignments; (4) Participate in a class presentation; (5) Complete final examination. Minimum points: 280.

For a D grade (1) Attend at least 10 class meetings; (2) Complete at least 4 quizzes; (3) Complete at least 10 assignments; (4) Complete final examination. Minimum points: 240.

Semester Class Schedule Announced

This course is designed around the required texts. Therefore, it is very important that you purchase the books, that you read the assigned chapters, and that you come to class prepared to participate in discussions, class projects, and exercises. You will be expected to have the readings completed on the date listed. Depending on the topic, there may be a video, guest speaker, or appropriate class activity.

Words to live by: Before you say anything about anyone, let your words pass through three gates. Is it kind? Is it true? Is it necessary?
Chinese Wisdom

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GETTING CONTROL OF YOUR TIME AND YOUR LIFE!

Week 1. Jan. 17 Introduction of course material, class participants; assignments, course expectations

Week 2. Jan. 24 Lakein, Chapters 1 through 13

Reporters: ______________________________

Week 3. Jan. 31 Lakein, Chapters 14 through 23;

Reporters: ______________________________

Week 4. Feb. 7 Daluiso, *Life Management*, Articles 30 through 35.
Visiting Professor: Joann Sterba
Reporters: ______________________________

Quiz #1

VALUES, GOALS, AND DECISION MAKING

Week 5. Feb. 14 Daluiso, *Life Management*, Articles 1 through 4

Reporters: ______________________________

Week 6. Feb. 21 Daluiso, *Life Management*, Articles 5 through 7; Quiz #2
Video
Reporters: ______________________________

STRESS MANAGEMENT

Week 7. Feb. 28 Daluiso, *Life Management*, Articles 36 through 39

Reporters: ______________________________

Week 8. Mar. 6 Continue discussion on stress management; Quiz #3

SELF ESTEEM: DEVELOPING A SENSE OF SELF

Week 9. Mar. 13 Daluiso, *Life Management*, Articles 8 through 11

Reporters: ______________________________

Daluiso, *Life Management*, Articles 12 through 14;

Reporters: ________________ ________________

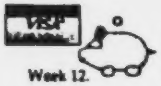
Quiz #4

COMMUNCATION AND CONFLICT MANAGEMENT

Week 10. Mar. 27 Daluiso, *Life Management*, Articles 40 through 42

Reporters: ______________________________

Week 11. Apr. 3 Continue discussion on communication and conflict management; Quiz #5



MONEY TALK

Week 12. Apr. 10 Daluiso, *Life Management*, Articles 50 through 54

Reporters: ______________________________

Week 13. Apr. 17 Guest: Suzanne Christian, Certified Financial Planner

Week 14. Apr. 24 Guests: Elaine Martinez & Teresa Chamberlain, PFFBank & Trust

CHILDREN AND HOUSEHOLD MANAGEMENT

Week 15. May 1 Daluiso, *Life Management*, Articles 55 through 57

Reporters: ______________________________

Week 16. May 8 Daluiso, *Life Management*, Articles 58 through 60.

Reporters: ______________________________

Quiz #6

THE FUTURE

Week 17. May 15 Daluiso, *Life Management*, Articles 61 through 65

Take home final exam distributed to class members.

LAST CLASS SESSION

Week 18 May 22 Final exam due at 6:30 p.m.

This schedule may be modified based on the needs of the class and opportunities unforeseen at the time of preparation.

NO EXTRA CREDIT. PLEASE USE TIME TO COMPLETE QUALITY WORK FOR THE CLASS.

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Instructional Resources: General

MANAGEMENT, A LIFE LONG PROCESS GLOSSARY

Description: A list of 17 terms commonly used in Life Management classes.

Decisions: conclusion, choice, judgment
Evaluate: to determine the worth or success of a plan
Ecosystem: a family interacting with its environments
Family Life Cycle: a series of stages through which family members move from formations of the family unit to dissolution
Goals: an achievement for which one aims
Implement: accomplish, carry out a plan
Life Management: "a system whereby a person's values, goals, and standards direct the person's resources, through everyday decisions and purposeful actions, to improve the person's quality of life in relations to others" (reprinted with permission of Macmillan Pub. Co.)
Macro-Environment: larger environment surrounding a family's micro-environment
Management: planning, organizing, implementing, and evaluating the use of resources to meet demands
Megatrend: major course of events which is changing and affecting our society
Micro-Environment: the immediate physical and social surroundings of the family or household
Needs: necessities
Organize: systematize, arrange
Plan: a carefully arranged scheme or program of action for attaining goals
Resources: assets used to reach goals and solve problems
Standards: criteria used to measure the excellence or correctness of something
Values: meanings relating to what is useful, important or of worth.

Contact: Mary Nelson
Monterey Peninsula College

SCANS

Instructional Resources: Attitudes, Values, Goals and Standards

COAT OF ARMS ASSIGNMENT

Description: Utilized early in semester (second to third week). Exercise stimulates creativity. Students share design with class, but do not need to speak. Adaptable also to a T-shirt design. Excellent vehicle for getting students to reveal themselves.

Good vehicle for visualization of concepts and words - good for limited English proficient and culturally diverse students.

See worksheet: 11a

Contact: Mary Nelson
Monterey Peninsula College

Coat of Arms Assignment

Design a Coat of Arms, any shape you choose, and divide it into six areas. Draw, diagram or use illustrations from magazines to indicate the following:

1st space: Something your are very good at and something your are struggling to get better at.

2nd space: A value about which you would never budge.

3rd space: Your most significant material possession.

4th space: Greatest achievement of the last year and your greatest setback or failure of last year.

5th space: What you would do if you were guaranteed success for a year in any undertaking.

6th space: Three words you would like people to say about you if your life ended today.

Note: The only place you will use words is in #6.

SCANS

Instructional Resources: Attitudes, Values, Goals and Standards

GOAL IMPLEMENTATION

Description: Individual assignment, student develops own support team. On-going process which measurers and documents progress toward a behavioral change.

Used with reference **Williams and Long,** *Manage Your Life,* Houghton Mifflin, 1991.

Long range strategy may not be applicable to all curriculum designs.

See worksheets: 12a through 12c

Contact: Mary Nelson
Monterey Peninsula College

Name______________________________

Goal Implementation

Life goals and related outcome goals are reached only through behavior changes. The purpose of this assignment is to provide you with an opportunity to implement the processes described in Mange your Life Williams and Long, Chapters 3-7. This process/model is summarized in Table 3.3 pg.56.

Step 1 Selecting a Goal

Identify the behavior goal you will devote energy and time to in the next five weeks and throughout the semester. This is the same behavior goal you identified in the last assignment (Goal Setting).

Do a cost/benefit analysis of your behavior change to provide you with ways to motivate yourself. (See example on page 42.)

Benefits of new behavior:

Costs of new behavior:

Benefits of **Not Doing** the new behavior:

Costs of **Not Doing** the new behavior:

Step 2 Assessing Progress Toward Your Goal

A. Baseline Assessment - read pages 44-47 in Williams and Long. If your behavior goal is related to nutrition and diet, fitness, alcohol or drugs, or smoking, refer to the assessment sections of those chapters as well.

B. Create or choose some comprehensive method of assessing your current behavior. Keep records, make a chart or graph, or some other evaluation device to identify and measure your current situation.

C. Use your assessment tool for a few days, up to a week if appropriate. Include it with this assignment.

D. Write a few sentences about your conclusions here:

E. What could stand in the way of reaching your goal?

Shortcomings? Obstacles	What can you do about it?
____________________	____________________
____________________	____________________

F. If your experiences in self-assessment allowed you to refine your goal, and make it more specific/measurable, restate it here.

Step 3 Developing a Supportive Environment: Condition an Consequences

Your next step is to identify changes in your situation that will encourage the behavior that you want and diminish the "old" behavior.

A. Identify what you will eliminate in the environment:

B. Identify positive changes in the environment that you have made or will make:

C. How will you reward you? (hint reread your cost/benefit analysis for ideas).

D.

Who can help you achieve your goals?	What will you ask of them?
1.____________________	____________________
2.____________________	____________________
3.____________________	____________________

Step 4 Supportive Self-Messages

Behavior change is an ongoing process and therefore, so is assessment (step 2). One way we assess ourselves is through *self-talk.* Let's be sure that this naturally occurring process is a positive one.

A. What positive self-talk related to your behavior goal have you been using? Write those statements here:

B. What additional ones could you use? Write at least one for each of the following categories:

1. Personal responsibility
2. Long-term benefits
3. Environmental cues
4. Self-confidence
5. Self-esteem

Step 5 Maintaining Your Progress

A. After three weeks of implementation, write a paragraph about your progress toward your behavior goal:

B. If you kept other records (such as a calendar or assessments), include them with this assignment.

C. How do you **feel** about this experience?

D. Have any other people noticed a change in your behavior? If so, what was their reaction?

E. What will you do if regression occurs? (Hint reread the **costs** you identified for **NOT** changing your behavior).

Reference: **Williams and Long.** *Manage Your Life,* Houghton Mifflin, 1991.

SCANS

Instructional Resources: Attitudes, Values, Goals and Standards

IMPACT/EFFECT OF CHANGE

Description: Help students realize the impact change has on their lives. Brings across the power of change - negative or positive. Relates back to values hierarchy. Instant turn around.

See worksheet: 13a

Contact: Carol Rupe
Shasta College

NAME____________________
Life Management 60
(10 points)

1. Describe a "recent" major change that has occurred in your life.

2. Has it changed the way you "think"? How?

Now, go back to your values hierarchy-----

What important values have been violated by this change?
Explain.

What important values have been supported by this change?
Explain.

SCANS

Instructional Resources: Attitudes, Values, Goals and Standards

LIFESTYLES

Description: A capstone assignment in which students "picture" major facets of their life bordered by values - an individualized statement of what is important to them. Students are encouraged to be visual and creative and show interrelationships.

A good *nonverbal* project for students who lack skill or confidence to express relationship between values and life choices.

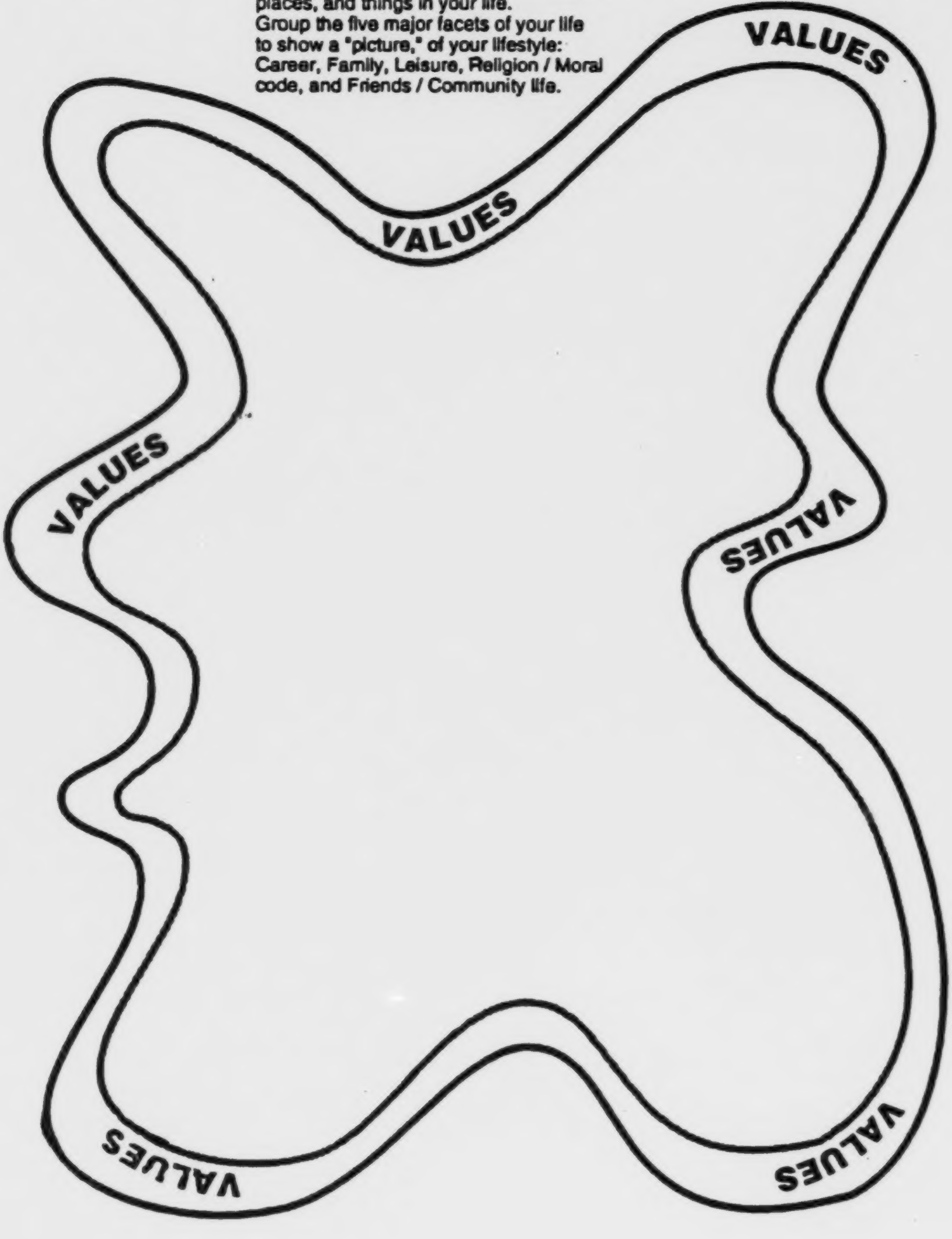
See worksheets: 14a and 14b

Contact: Adapted by Liz Stark
Chaffey College

Influential People who have made an imprint on my life!

	Influential people in my life	What about them influenced/influence me?	How did/or does that influence my behavior?
FAMILY MEMBERS			
FRIENDS			
TEACHERS			
PUBLIC FIGURES			
FICTIONAL CHARACTERS			
LOVES			
PEOPLE IN HISTORY			
CELEBRITIES			
CLERGY			
OTHER			

LIFESTYLES: Relationships with people, places, and things in your life.
Group the five major facets of your life to show a "picture," of your lifestyle: Career, Family, Leisure, Religion / Moral code, and Friends / Community life.



SCANS

Instructional Resources: Attitudes, Values, Goals and Standards

PERSONAL TREASURE BOOK

Description: A visual goal setting assignment.

Visualization, affirmation

See worksheet: 15a

Contact: Bonnie Rader
CSU Long Beach

PERSONAL TREASURE BOOK

Develop your "Personal Treasure Book with pictures and affirmations focusing your thoughts on the things and events you want to occur in your life. Once this Treasure Book is completed with pictures and affirmations which depict your individual goals, you will have in your possession a powerful new tool that will mobilize your thoughts and creative energy and help you achieve your desires.

Remember: I x V = R means that what you can Imagine and Vividly Picture will become Reality. In other words: **THOUGHTS BECOME MATERIAL FACT. WHAT YOU THOUGHT ABOUT YESTERDAY IS WHAT YOU HAVE TODAY. WHAT YOU THINK ABOUT TODAY IS WHAT YOU WILL HAVE TOMORROW.**

Use your Treasure Book as a guide for focusing your thoughts on the things and events you want to occur in your life.

Instructions

1. **Cut out and paste bright, colorful pictures depicting your goal.** Be specific! If you select a small, dull, black and white picture of a house -- you are likely to end up with a small, dull, colorless house.

   There is a story about a young man who hung up a picture of a fancy, red sports car. He went away to college and called his mother to report that he has the sports car and is getting married. When she asked how all that was possible with his small income, he told her to remember the picture more precisely. There was a pretty girl behind the driver's seat of the car. As he told his mother, "She owns the car!!"

2. **Use appropriately colored sheets for different goals.** Green is for financial and material desires. Red is for human relationships. Yellow is used for health-related goals and energy. Blue depicts intellectual and spiritual accomplishments.

3. **Add additional sheets and include as many as you want.** You are not limited by anything except your desire and imagination and ability to believe.

4. **Review your Treasure Book several times daily.** Carry it with you so it is always around you. It won't work if it is hidden in a closet or in the trunk of your car.

5. **Keep it confidential.** Only share certain goals with the people who are instrumental in helping you get there. If the whole family is goal-setting for a new house, the picture should be on the wall at home where everyone can see it.

6. **Remain trusting and confident.** Even if you do not see immediate results, don't give up! You can never know what forces may be already at work in your behalf.

7. **Keep adding pictures for whatever you want to accomplish**. If it is more friends you want, find a picture of a group of happy people together. If it is a holiday season with your whole family together, get a picture of a happy family around the fireplace near a Christmas tree. Keep going! Keep Picturing! Write: "This is mine NOW!"

   If you want a trip to Jamaica, find a picture of the beaches there and paste a photo of yourself on the sand. If it's a job you want, use paper money in large denominations to depict income.

8. **Each page should also contain the words of your affirmation** that goes with the picture. Phrase the affirmation in the first person, present tense. "I'm happy that I enjoyed a fun, relaxing trip to Jamaica." "I love driving my new ______(type of car), and I paid for it easily." "I have the job I've always wanted." "I found a wonderful spouse."

Adapted by Dr. Bonnie Rader

Dept. of Family and Consumer Sciences
California State University Long Beach

20 THINGS I LOVE TO DO

Description: I give out this handout at the beginning of the semester and students fill it out (no stipulations). It's fun, puts them in a positive frame of mind. Then when I give it back (they earned 10 points by just doing it). I ask them to complete again - this time **each** "thing" that they list **must** follow **all** the following:

1. It must be something that you can **do** (action)
2. It must be **specific** (if you love to read - what kind of book, magazine?)
3. It must be something you can do **alone**
4. It must be something that is **low cost** (less than $5/activity)
5. It must be **low risk** (physically, but emotionally as well)
6. It must be timeless (done most anytime of day)
7. It must be relatively seasonless (done practically any time of year)
8. It must be readily available (no more than 15 minutes away).

When they do this (I give them all semester to ponder and create a new list of 20 things) - then they have a list of 20 "tools" to use in attitude rejuvenation and stress management.

Value Clarification Forum Magazine. J.C. Penney Co. Inc. Spring/Summer 1972 (out of print).

See worksheet: 16a

Contact: Carol Rupe, Shasta College

NAME ____________________

20 THINGS I LOVE TO DO

1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

As quickly as you can, list 20 things in life which you really, really love to do. There are no right or wrong answers about what you *should* like.

Using the suggested code below, the next step is to code the 20 items listed above.

1. Place the $ sign by any item which costs more than $5 each time you do it.
2. Put an *R* by any item which involves some RISK. The risk might be physical, intellectual or emotional. (Which things in your own life which you love to do require some risk?)
3. Using the code letters *F* and *M*, record which of the items on your list you think your FATHER and MOTHER might have had on their lists if they had been asked to make them at your age.
4. Place either the letter *P* or the letter *A* next to each item. The *P* is to be used for items which you prefer doing with PEOPLE, the *A* for items which you prefer doing ALONE.
5. Place a number 5 by any item which would not have been on your list 5 years ago.
6. Place a number 5 by any item which you think will not be on your list 5 years from now.
7. Finally, go down through your list and indicate the date when you did it last.

Now look back over your list and the codings.

- What does your list look like?
- Can you identify any patterns in the things you love to do?
- Did you learn something new about yourself?
- Are there some things you're pleased with?
- Is there anything that you would like to change?
  How might you go about it?
- Are there some things you like to do that you have not done lately? Why? What could you do about this?

SCANS

Instructional Resources: Values and Goals

VALUES AND GOALS WORKSHEETS

Description: Used throughout the entire class, goals and values may change. Nothing is wrong. Values cannot be concrete (like family, career). Not graded but must do. Triangle is done in class to relate goal setting to power vs. powerlessness, self sabotage. Grade how student stated the goal, **not** the goal.

See worksheets: 17a through 17f

Contact: Carol Rupe
Shasta College

LIFE MANAGEMENT 60
Shasta College

VALUE CLARIFICATION

Choose ONE of the following exercises for a 10-point credit (activity assg):

1. Share your top two values with a significant person in your life:
    a. First of all, explain "values" to this person and use an example of a value that they have and live by. (this is really your perception of their value)
    b. Secondly, share your top two values. Why are these concepts pivotal in your life right now. Give examples of how you live by them.
    c. Finally, this other person must write their understanding of your top two values and why they are important to you. They must sign it and state the relationship.

2. Bring it two "mounted" advertisements out of magazines/newspapers, etc. and, on the back, write a paragraph explaining the "values" that are being transmitted (both indirectly and directly)

3. Keep a written "log" during the next week of the things that you do to support your top 15 values. How do you demonstrate this specifically. Write an account of at least five ways that you support your values: (for each of them)
    a. What is the value?
    b. Why is it important to you?
    c. What did you do to show that it was important to you? (Be specific in your description)

This activity assignment will be due ______________________________.

LIFE MANAGEMENT 60
SHASTA COLLEGE

PARTIAL LIST OF VALUES

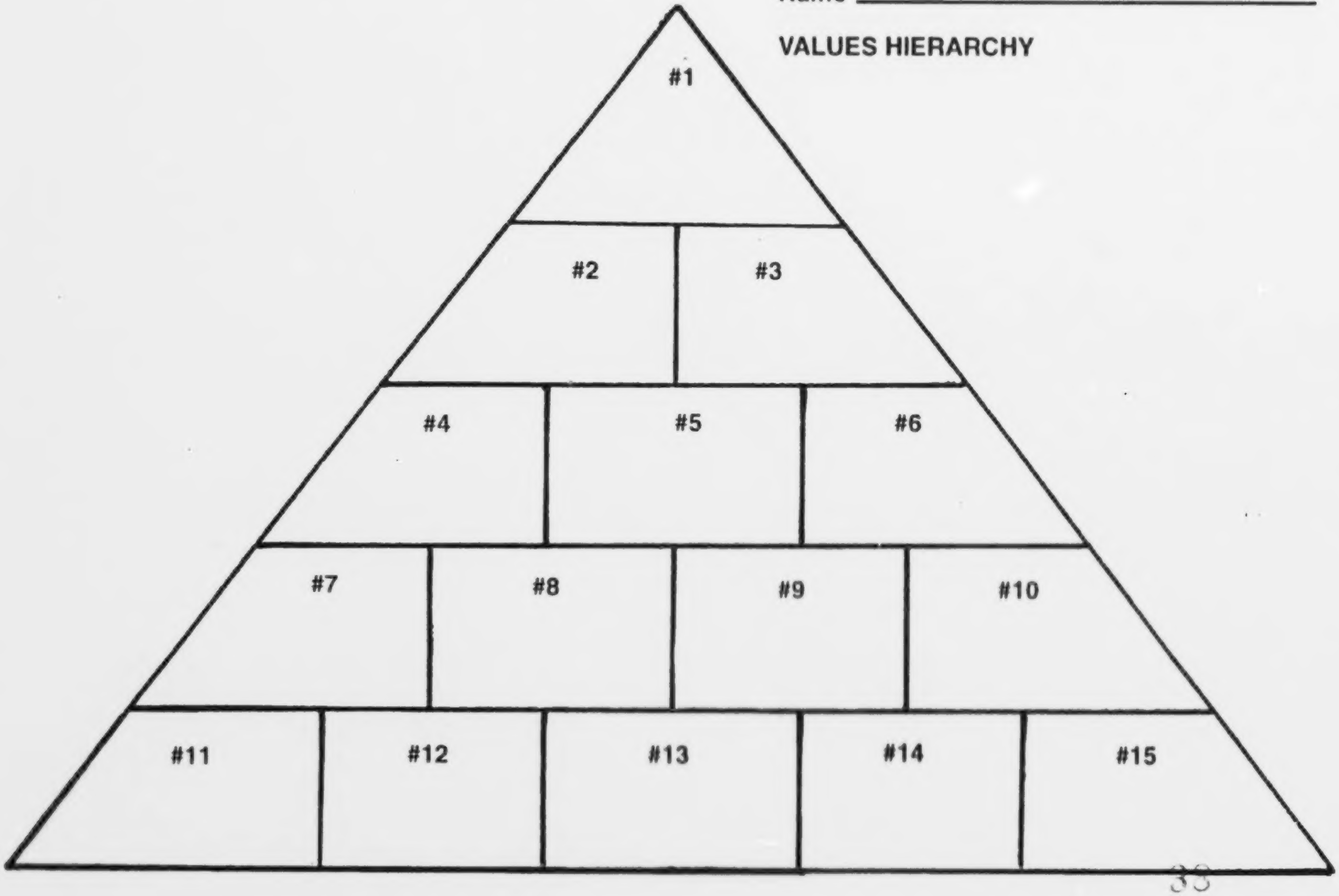
HONESTY
HUMILITY
GENEROSITY
SECURITY
INITIATIVE
COOPERATION
DETERMINATION
TOLERANCE
SOCIAL APPROVAL
RESPECT FOR LAW & ORDER
VANITY
THRIFTINESS/FRUGALITY
COMFORT
INTIMACY
EDUCATION
MOBILITY
RELIABILITY
FIDELITY
HELPING PEOPLE
CLEANLINESS
ACHIEVEMENT

DEPENDABILITY
COURAGE
EQUALITY
PATRIOTISM
CURIOSITY
MODESTY
TRUSTWORTHINESS
SPIRITUALITY
SELF-RESPECT
NONAGRESSIVENESS
CONSERVATION
PRESTIGE
INDEPENDENCE
ADAPTABILITY
CONVENIENCE
ADVENTURE
HUMOR
PUNCTUALITY
OBEDIENCE
SOBRIETY
ALTRUISM

INTEGRITY
AMBITION
LOYALTY
RESPONSIBILITY
RESOURCEFULNESS
ASSERTIVENESS
PATIENCE
COMPASSION
KINDNESS
PHYSICAL HEALTH
SOCIAL JUSTICE/HUMAN RIGHTS
CREATIVITY
PRIVACY
COMMITMENT
FLEXIBILITY
CULTURAL HERITAGE
FORGIVENESS
PRIDE
OPEN MINDEDNESS
HONOR
THOUGHTFULNESS

Name ______________________________

VALUES HIERARCHY



LIFE MANAGEMENT 60
Shasta College

GOALS ASSIGNMENT

Welcome to the challenge of goal setting----**WITH POWER!** Only when goals are written appropriately will you understand the **"MAGIC"** of the process. To guide you, I have outlined the steps for you to follow:

PART I: Write your "Mission Statement" (15 points)

I have organized your "Mission Statement" portion of this assignment into **seven** distinct categories. You must give at least one sentence for each of the following categories:

1. Physical
2. Mental
3. Social
4. Family
5. Career
6. Financial
7. Spiritual

These will be general statements of what you really want in life. What do you think will make you happy? What are your inner convictions, your **values** in each of these areas? Remember, this is the "Big Picture" of what direction you want your life to follow. No deadline dates are necessary here.

EXAMPLE:

Career: "I want a career that involves working with people, serving their needs when they are willing to contribute their share of the responsibility. I would prefer flexible hours, autonomy, and a lot of traveling. Benefits, particularly medical, and a retirement plan are important.

PART II: Make a List of 25 Specific Goals: (25 points)

Let's get specific in this part of the assignment. Now you must list 25 separate goals for your life. Vary the list by having goals in each of the seven "Mission" categories. Some of the list can be short-term goals (those that you will complete within 2 months), some should be intermediate goals (2 months -- 2 years) and you **must** have at least two long-term goals (2 years--Lifetime). For each goal, you must write what you want according to the following guidelines.

1. Each goal must have a deadline date. This is the completion date. Be sure to give the **day, month and year.** If you cannot give a deadline date, then it's not a goal. Perhaps it is part of your "Mission".
   If you want to establish a "habit" (exercising, for example) then it takes 4-6 months of daily use before a new behavior becomes a habit. So, you want to give a "starting date" and also an "ending date" for habits. **Do not have more than two habit-forming goals during any given timespan** (due to the stress of "change") Span additional habit-forming goals during different years of your life.

2. Each goal **must** be stated in positive terms. "Negative" goals will be a source of self-sabotage. So, stay away from words such as "lose", "stop", "quit", "don't want to". Instead, visualize **what you want** (to do, to be, to have) and describe that.

3. Each goal **must** be described in specific terms. If you cannot give a name (to marry), or a place (to vacation), or an amount (of money), then it is not a goal. Once again, it may be part of your "Mission". Avoid words such as "happy", "nice", "good", "big", "middle-size" unless you qualify them. What does "nice" mean? How large is "big"?

4. Make each goal measurable. You need to know exactly where the "finish line" is, in order to feel successful. So, stay away from words like "more", "less", "better", etc. unless you once again qualify them. You **can** state, "more than 2", or "at least three". Anyone can then measure the results and know your goal has been met. This is a powerful ingredient in enhancing your self-esteem.

5. Each goal needs to involve some action. State exactly what you will do. Instead of saying, "I will improve my relationship with Karen", state **what action you will take** to improve it.
   eg. Each day, from January 1, 1995 until June 30, 1995, I will focus on one good trait that Karen has and show my appreciation in one sentence or less.

6. Look at all your goals to make sure that, given the information you have now, the goal is realistic. Don't be pessimistic, just take what you know about your life and what the next few years involve, and check to make sure this goal is within the realm of possibility. For example, if you want to save $10,000 by the year 2000, then **how much** will it require you to save **each month until then?** Is that a realistic possibility considering other major costs you will incur during the **same time period** (eg. education costs, automobile costs, addition of new family members, etc.)? If not, then re-set the amount or the deadline date.

7. Look over all your goals to make sure the timing is appropriate. Too many major deadline dates during a one year period will generally "set you up" for a "failure" judgment about yourself. That judgment is what you want to avoid. Set a timetable that's a **sure thing.** It's also absolutely fine to meet your goal ahead of schedule.

PART III: Detailed Intermediate Goal **(60 points!)**

For the final portion of this assignment, pick one of your intermediate goals that involves at least 10 **sequential** steps, and follow the complete 7-step process for goal-setting given by Zig Ziglar. Actually, all 25 goals "should" be completed in this way, but I am only asking you to take one through the entire process. This 7-step process is so powerful that it is said you will be halfway toward achieving your goal when you finish the written part!

1. Clearly State Your Goal.
   Hopefully you have already done this. But here you need to add "why" this goal is important to you. Attach your "Values Triangle" to this assignment and discuss this goal in relation to your values.

2. Set a Specific Deadline Date.
   Once again, you have already done this.

3. List the Obstacles.
   Think of all the realistic obstacles that might interfere with your achievement of this goal. Obvious "obstacles" include time, money, and energy (the resources that we must manage). Sometimes certain people might be considered "obstacles". Now, develop and write down a specific strategy for dealing with each obstacle. In that way, you'll be "prepared" for them.

4. Identify the People, Groups, and Organizations That Might Help You.
   Think of **anyone, or any group** that might be able to help you reach your goal. Remember, the point is **never** to expect them to do it for you, but to maybe give **you** the information, or assistance, so that you can do it yourself. ("True" Fairy Godmothers come in the strangest forms!)

5. Spell Out What You Need To Know Or Learn.
   What do you need to learn about, so that you can complete this goal? You may need to learn a skill. You may need to investigate procedures for obtaining financing. You may need to learn more specifics about certain processes. You **may need to do some research** before you can even write this section. Sometimes we don't know enough to understand what we need to learn!

6. Develop a Specific Plan of Action.
   This is the "biggie" portion of the process! You must list the sequence of steps involved in completing your goal. And, each individual step must have a specific deadline date. If you have not dealt with information-gathering, contacting organizations or people, or dealing with your obstacles (as you discussed above), then be sure to include these steps in this section.

7. List/Visualize the Benefits of Reaching Your Goal.
   This is for **YOU**!!! (although there will be a few points involved) What will help "inspire" you each day to do something toward your goal? Maybe a picture (like the guy in the Jockey shorts) will be enough. Maybe you need a calendar with deadline dates and steps written on it to give you a shot-in-the-arm. Maybe a "Motivation Graph" (like United Way creates) will be the visual that you need. You need to show me something that will be inspirational to you, and explain why.

This assignment must be typed, or hand-printed neatly. Proper format implies accurate spelling, correct grammar, appropriate punctuation and neatness. **These factors will be part of your grade.**

DUE DATE ____________________
(Late papers will be graded down 10%/day of class meeting)

41

41

SCANS

Instructional Resources: Balance

ACHIEVING BALANCE IN LIFE

Description: Self-assessment of activities to determine balance and priorities.

Two different approaches to self-assessment of activities and attitudes to determine priorities and balance. Also useful in stress management.

See worksheets: 18 a check list of involvement with home, career, recreation, community activities and 18b Some Survival Tips On Balancing Home, Family and Work.

Contact: Mary Nelson
Monterey Peninsula College

Life Management 216

Check Items which involve you in each category:

HOME

___Mate
___Parent(s)
___Child(ren)
___Pet(s)
___Housekeeping
___Laundry
___Yardword
___Bill paying
___Shopping
___Meal preparation
___Auto maintenance

___Play
___other
___Other

___TOTAL

CAREER

___School/class
___Work at home
___Own a business
___Work for others
___Manage others
___Deadlines
___Commute
___Accountabilities
___Budget
___Demanding boss/teacher
___Pressure

___Travel
___Other
___Other

___TOTAL

RECREATION

___Tennis
___Racquetball
___Cycling
___Exercise
___Jogging
___Boating
___Dancing
___Other sport
___TV
___Entertaining
___Spectator sports
___Hobby
___Other
___Other

___TOTAL

COMMUNITY INVOLVEMENT

___Church
___Charity
___Professional Organization
___Community
___Youth group
___School
___Social group
___Health club
___Chamber of Commerce
___Political group
___Others
___Homeowner's association
___Ethnic group
___Others

___TOTAL

If you have a column without any checkmarks, consider whether you have balance in your life. If you have checked at least one in each column you appear to have some variety in your life. Too many checks in any column may suggest some imbalance.

Life Management 216

SOME SURVIVAL TIPS ON BALANCING HOME, FAMILY AND WORK

Control Your Thoughts

...Remember that people are more important than things
...Think more about the wonderful and positive things children do and less about the obnoxious and negative
...Accept spouse's standard of housekeeping
...Rethink all shoulds and oughts
...Let go--you don't have to do everything yourself
...Never worry about dust bunnies under the beds
...Affirm yourself
...Set personal and family goals
...Be where you are--at work think about work, and at home think about home

Control Household Tasks

...Recruit all family members to do household chores
...Make sure everyone's responsibilities are assigned
...Let children assume responsibility
...Delegate
...Remember that others will not do tasks exactly as you would do them--getting help means surrendering some control
...Consider hiring a part-time housekeeper
...Get so organized that you can find a postage stamp in 30 seconds
...Get a long telephone cord

Control Your Role

...You can't do it all, so do fewer things more effectively
...Do not be a constant care giver
...Evaluate your priorities
...Look for places to curtail or eliminate your involvement
...Distinguish between reasonable and unreasonable demands
...Say "no" to the latter

Control your Sense of Well-being

...Laugh
...Talk
...Say what you need
...Learn and practice active listening
...Fight only the battles that are really worth winning
...Seek out a supportive mentor, telephone buddy, or social support system
...Spend more time with me
...Make a commitment to maintain your health.
...No matter what, never forget you are special!

SCANS

Instructional Resources: Ethics

CASTLE EXERCISE

Description: Hypothetical value ranking exercise. Fun group activity.

See worksheets: 19a and 19b

Contact: Mary Nelson
Monterey Peninsula College

Name:________________________

THE CASTLE EXERCISE

Please read the story and then follow the directions on the back

Leaving for a survey of the outlying lands, the jealous spouse warned the significant other, "Do not leave the castle while I am gone or I will punish you severely upon my return." But as the hours passed, the person at the castle grew lonely, and despite the spouses warning, decided to visit a lover who lived in the countryside nearby.

The castle was located on an island surrounded by a wide, fast flowing river. A drawbridge linked the island and the land at the narrowest point in the river.

"Surely my spouse will not return before dawn," the depressed person in the castle surmised, and thus ordered the servants to lower the drawbridge and leave it down.

After spending several pleasant hours with a lover, the now happy spouse returned to the drawbridge but found it blocked by a deranged person wildly waving a long and cruel knife.

"Do not attempt to cross this bridge," he raved. Fearing death, the spouse, again depressed, returned to the lover and asked for help.

"I will not help you," said the lover. "Our relationship is only a romantic one and I will not help."

The distraught spouse than sought out a person with a boat on the river, explained the situation, and asked for passage to the other side. But the person with the boat said, "I will do it, but only if you pay me a fee of ten pounds."

"But I have no money with me!" the almost hysterical spouse proclaimed.

"That's too bad," said the person with the boat. "No money, no ride!"

The stranded spouse, getting more frightened by the minute, ran tearfully to the home of a friend, and, after explaining the situation, begged for enough money to pay for the boat to cross the river.

But the friend said, "If you had not disobeyed your spouse this would not have happened. I will give you no money!"

With dawn approaching and panic growing, the stranded spouse returned to the river in desperation and attempted to cross but was slain by the deranged person waiting there with a knife.

Directions: In the story above there are six characters. They are in order of appearance:

Spouse One (the person who left to visit the outlying lands)

Spouse Two (the person who went to see a lover)

The lover

The person with the boat

The friend

The deranged person

Using the list above, rank the characters from 1 to 6 in the order of their responsibility for the death of spouse two.

As you work consider what the word responsibility means. Consider what right and wrong mean and in what context. Is everyone responsible for their own actions? How important is money? Is everyone equally responsible for events that occur, or the things that they do or do not do? What factors influence events? Do conclusions sometimes change, and, if so, is anything absolute? Would knowing the gender of the people involved change your feelings about any of them?

Have fun with this. When you return to class you will get into a group with several other people and compare your answers.

SCANS

Instructional Resources: Resource Management - Financial

COST OF CONVENIENCE

Description: Cost comparison of services and food (convenience verses scratch).

Very practical, good critical thinking skills development.

See worksheets: 20a and 20b

Contact: Lynne Miller
Long Beach City College

Your name ______________________________

Life Management
Lynne Miller

Cost of Convenience

Project Instructions: Compare the cost of ding a task or preparing an item "from scratch" with the cost of a similar convenience task or item. Use this form to compare a service; use the attached form for a food item. Fee free to use your own format if it is easier.

Comparison of a Service

Service compared: ____________________________

Do it yourself

1. Give a description of the task.
2. How long does it take you to accomplish the task? When do you usually do it?
3. What costs are involved?
4. What equipment is needed?
5. Are you satisfied with the results when you do the task yourself?

Professional Service

1. Who can you pay to do the service? How did you located this person or company?
2. What is the coast for the service?
3. What is included
4. How were the results?

Evaluation: (What are your conclusions? Will you do the task or look for outside professional help? Why?)

Food Item

Item compared: ______________________

Scratch Method		**Convenience item**	
Ingredients:	costs:	Ingredients: listed on package	costs:
		added:	
Total cost ________		Total cost ________	
Steps in preparation:		Steps in preparation:	
Recipe yields:		Recipe yields:	
Preparation time:		Preparation time:	
Baking time:		Baking time:	
Evaluation of product:		Evaluation of product:	

Recommendation and comments

Please save empty package/can/box

SCANS

Instructional Resources: Resource Management - Financial

EXAMPLES OF RISK AND RISK MANAGEMENT

Description: Handout adapted from an insurance manual.

Used during discussion on risk management (insurance).

Use if financial management is part of the Life Management course.

See handout: 21a

Contact: Emilie Duggan-Zouhar, Emeritus
Grossmont College

Examples of Risks and Risk Management Strategies

Risks		Strategies for Reducing Financial Impact		
Personal Events	**Financial Impact**	**Personal Resources**	**Private Sector**	**Public Sector**
Disability	Loss of one income Loss of services Increased expenses Other losses	Savings, investments Family observing safety precautions Other resources	Disability insurance Other strategies	Disability insurance
Illness	Loss of one income Catastrophic hospital expenses Other losses	Health-enhancing behavior	Health insurance Health maintenance organizations Other strategies	Military health Medicare, Medicaid
Death	Loss of one income Loss of services Final expenses Other expenses	Estate planning Risk reduction Other resources	Life insurance Other strategies	Veteran's life insurance Social security survivor's benefi
Retirement	Decreased income Other expenses	Savings Investments Hobbies, skills Other resources	Retirement and/or pensions Other strategies	Social security Pension plan for government employees
Property Loss	Catastrophic storm damage to property Repair or replacement cost of theft	Property repair and upkeep Security plans Other resources	Automobile insurance Homeowner's insurance Flood insurance (joint program with government)	Flood insurance (joint program with business)
Liability	Claims and settlement costs Lawsuits and legal expenses Loss of personal assets and income Other expenses	Observing safety precautions Maintaining property Other resources	Homeowner's insurance Automobile insurance Malpractice insurance Other strategies	

BEST COPY AVAILABLE

SCANS

Instructional Resources: Resource Management - Financial

HOME INVENTORY LIST

Description: Insurance companies can often provide home inventory lists as a way to log contents of a home, consequently a multi-page work sheet is not included.

Contact: Mary Nelson
Monterey Peninsula College

SCANS

Instructional Resources: Resource Management - Financial

MONEY MANAGEMENT FORMS

Description: Forms that are used to develop a financial plan, which is based on basic budgeting. They are all adapted and readapted over a period of years, except for **profiles, goals and budget development.** Pages numbered a through j are completed early in the semester. The others are used throughout the course. After all are completed, students discuss what they learned and what they plan to do money-wise in the future (in positive terms).

An alternative is to use any of the software computer programs available.

These are standard financial planning worksheets that are invaluable in the planning, controlling and evaluating of finances.

See worksheets: 23a through 23j

Contact: Emilie Duggan-Zouhar, Emeritus
Grossmont College

BUS/FACS 195 M M 4

PASSIONS

List twenty passions that you have. If you like the ocean, the passion is not that you like the ocean but what is it about the ocean that is so great. For example, "I love to feel the exhilaration of walking briskly along the beach" or "I love to view the ocean from a solitary mound of grass above Torrey Pines". Avoid things which cost money.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Rev: E Duggan-Zouhar - 1992

PERSONAL GOALS

M M 3

Goals	Things To Do Now To Achieve Goals
FOR ONE YEAR	
FOR FIVE YEARS	
FOR TEN YEARS	

Emilie Duggan-Zouhar - 1992

WEEKLY EXPENSES

Week of ____________________ 1993
(Complete four weekly forms)

ITEMS	DAILY EXPENSES								NOTES:
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Weekly Total	
Savings									
Groceries									
Rent/Mortgage									
Clothing									
Gasoline/Oil /Bus									
Gas & Electric									
Telephone									
Auto Payment									
Auto Repair									
Personal Care									
School Expenses									
Tuition/Books									
Household Purchases									
Laundry									
Entertainment									
Beverages									
Medical/Dental									
Credit Card Payment									
Car Insurance									
Insurance									
Totals									MM1(do 4 weeks) Emilie Zouhar - 93

23 c

MONTHLY SUMMARY

Month of ____________________ 1993

ITEMS	WEEKLY EXPENSES					TOTAL	NOTES:
	1st Week	2nd Week	3rd Week	4th Week	5th Week		
Savings							
Groceries							
Rent/Mortgage							
Clothing							
Gasoline/Oil /Bus							
Gas & Electric							
Telephone							
Auto Payment							
Auto Repair							
Personal Care							
School Expenses							
Tuition/Books							
Household Purchases							
Laundry							
Entertainment							
Beverages							
Medical/Dental							
Credit Card Payment							
Car Insurance							
Insurance							
Totals							MM1b Emilie Zouhar 93

23 d

SUGGESTED OUTLINE

M M 2

PERSONAL PROFILE

NAME

ADDRESS

AGE

MARITAL STATUS

CHILDREN

EDUCATION

EMPLOYMENT

TYPE OF HOUSING

TRANSPORTATION

HOBBIES

VALUES

62

Emilie Duggan-Zouhar · 1992

BALANCE SHEET

(for month of ____________________)

Assets Everything you own with cash value

Cash Money you have on hand, in checking or savings accounts, C.D.s.	$______
Stocks, Bonds and Other Securities Cash value of US Savings Bonds, Treasury issues, money market, bond and stock market investments.	$______
Cash Surrender Value Life Insurance Find the cash surrender value from the chart on your policy. **Term life insurance has no cash value.**	$______
Accounts and Notes Receivable Money owed to you for goods and/or services., or documented by promissory notes.	$______
Rebates/Refunds Money owed to you for refundable deposits, sales or tax returns or rebates.	$______
Autos/ Other Vehicles Current market value of trucks, trailers, mobile homes, campers, motorcycles, and boats	$______
Real Estate Current market value of any land and /or structures affixed to land., including your home.	$______
Vested Pension Nonforfeitable rights to benefits you accumulate after a certain time under your employer's or your own pension plan. - 401k, SEP, 403B	$______
Individual Retirement Account Any balance of your IRA account.	$______
Other Assets Current market value of other valuables:	
Home furnishings, household goods/appliances	$______
Jet skis, hobby and sports equipment	$______
Art, collections, jewelry	$______
Trade, professional tools and equipment	$______
Livestock, pets for show or breeding	$______
Trusts, interest in an estate	$______
Interest in business/commercial operations	$______
Other	$______
TOTAL ASSETS	$______

Liabilities What you owe: your debts

Accounts Payable Total balance of what you owe today for bills for goods and services (such as doctor bills, credit card balances and store balances.	$______
Contracts Payable Total remaining balance on installment credit contracts for goods such as a car, furniture, appliances or services of someone working for you. Multiply the monthly amount due by the number of months remaining on the contract.	$______
Notes Payable Total balance due on cash loans, both secured and unsecured.	$______
Taxes Federal and state income or property taxes due as of today (including any past due).	$______
Real Estate Loans Balance you owe on deeds of trust (mortgages) on your property.	$______
Other Liabilities Judgments of payments you must make, settlements, past due accounts.	$______
Other	$______
TOTAL LIABILITIES	$______

Net Worth Your assets less your liabilities.

ASSETS	$______
LESS LIABILITIES	$______
NET WORTH	$______

Emilie Zouhar 93

MM6

BUDGET DEVELOPMENT

ITEM	AMOUNT
Fixed Expenses	Monthly Amount
Subtotal	
Flexible Expenses	Monthly Amount
Subtotal	
MONTHLY EXPENSES Note: **Include occasional expenses** (divided by 12 or til next payment.) Identify as such.	
MONTHLY INCOME Note: Should balance with monthly expenses.	

Emilie Zounar - 1993

INCOME AND EXPENSE STATEMENT

(for month of____________________)

Net Income

Take-home pay $_____

Spouse or other wages $_____

Commissions, Tips, Bonuses $_____

Interest or dividends $_____

Net profit from sales or assets $_____

Net profit from rentals $_____

Income from child support $_____

Cash gifts $_____

Allowances $_____

Other Income

- Social Security, VA benefits $_____
- Other benefits $_____
- Other $_____

TOTAL INCOME $_____

TOTAL INCOME LESS TOTAL EXPENSES $_____

Amount available for additional savings, investments or debt payment. $_____

Emilie Zouhar 92

Fixed Expenses

Regular Savings (includes 401k, etc.) $_____

Rent/ mortgage payment $_____

Other housing payments $_____

Taxes, not already deducted $_____

Installment contract payments $_____

Insurance $_____

Regular payments to others $_____

Regular contributions $_____

Regular deductions from paycheck (taxes, FICA) $_____

Dues and memberships $_____

Other $_____

TOTAL FIXED EXPENSES $_____

Flexible Expenses

Utilities $_____

Credit card payments $_____

Medical/Dental $_____

Transportation $_____

Household Maintenance $_____

Child Care $_____

Food $_____

Entertainment/Recreation $_____

Personal Maintenance $_____

Self Improvement/Education $_____

Other $_____

TOTAL FLEXIBLE EXPENSES $_____

TOTAL EXPENSES (FIXED AND FLEXIBLE) $_____

FINANCIAL PLANNING DATA SHEET

Date____________

Name____Age___________

Address____

Phone____________Employer____________________Occupation__________________

Name of Spouse____Age___________

Spouse's Employer______________________________Occupation__________________

Do you have a will or a trust?__________Date of Will or trust______________

Are you covered by a retirement play?_________

______IRA? ______SEP? ______401K? ______403b? ______________________other?

My financial resources

INTEREST EARNING DOLLARS: *(those which earn interest only)*

- Checking Account
  1. Institution__________________________ Amount____________ $_______
- Passbook Savings Accounts
  1. Institution__________________________ Amount____________ $_______
- Money Market Accounts
  1. Institution or Fund______________________ Amount________
  2. Institution or Fund______________________ Amount________ Total$_______
- Certificates of Deposit:
  1. Institution______________________ Rate____Amount_______
  2. Institution______________________ Rate____Amount_______ Total$_______
- Government Bond and Instruments:
  1. Description_____________________Rate__Cost_______ Market Value$_______
- Bonds - Corporate and Municipal
  1. Description_____________________Rate__Cost_______Market Value$_______
- Fixed Rate Retirement Funds:
  1. Description_____________________Rate__Cost_______Market Value$_______

TOTAL INTEREST DOLLARS $________

WORKING DOLLARS: *(those which can appreciate in value)*

- Stocks
  1. Company ______________ # of shares ______ Cost ________ Market Value$ _______
  2. Company ______________ # of shares ______ Cost ________ Market Value$ _______
- Mutual Funds
  1. Fund _________________ # of shares ______ Cost ________ Market Value$ _______
  2. Fund _________________ # of shares ______ Cost ________ Market Value$ _______
- Real Estate
  1. Home (Market Value Less Mortgage) ____________
  2. Other ______________________________ Equity _________ Total $ ________
- Retirement Flexible Accounts
  1. Description ___________________________ Cost _________ Market Value$ ________
- Other Investment Grade Tangible Assets:
  1. Description ___________________________ Cost _________ Market Value$ ________
  2. Description ___________________________ Cost _________ Market Value$ ________

TOTAL WORKING DOLLARS $______

TOTAL WORKING AND INTEREST DOLLARS $______

Less All Additional Debts $______

Equals Your **Net Worth** $______

Financial Objectives (number in order of importance to you):

_______ Additional income now

_______ Education

_______ Retirement income

_______ Tax savings

______ Travel

_______ Buy adult toys

_______ Buy a condo or house

_______ Get out of debt

_______ Do future financial planning

Amount you could save each month $_______

SCANS

Instructional Resources: Resource Management - Financial

MONEY MOTIVATION QUESTIONNAIRE AND QUIZ

Description: A questionnaire and quiz for students to take home and complete. They bring them back to class to **grade**. The scoring is done verbally and discussed. The students then receive the answers.

This excerise makes an excellent introduction to issues relating to money management.

See worksheets: 24a through 24f

Contact: Emilie Duggan-Zouhar, Emeritus
Grossmont College

RE-EXAMINING YOUR BELIEFS ABOUT SEX AND MONEY

Take the following self-test. Ask your partner to do the same. - - -
1. When I hear the words **men** and **money** together, I think:

(Check the relevant words)

competent
accusing
desirable
disorganized
experience
harebrained
intuitive
incompetent
incompetent
fair
risky
arrogant
provider
good times
trouble
nurturer
organized
spendthrift
powerful
frugal
savvy
miserly
generous
hoarding
sexy
wimp
prudent
extravagant

2. When I hear the words **women** and **money** together, I think:

(Mark the relevant words above with an "X" or an asterisk)

3. In regard to money I believe that:
   a. a woman should ______________________________.

   b. a man should ______________________________.

4. When a man talks to me about money I feel ______________________.

   When a woman talks to me about money I feel ______________________.

5. I would trust a man/woman with my money when ______________________
   ____.

6. I would never trust a man/woman with my money when __________________
   ____.

Think about the following questions in relation to your money and how you deal with it:
- Which attitudes serve and support your present relationship?
- Which are more appropriately associated with an event or person in your past?
- Which ones apply specifically to your significant other?
- Which ones could you choose to change?
- Which ones would you not want to change?

* Questionnaire and information have been adapted from *Couples and Money*, offered by Consumer Credit Counselors of San Diego County, "Couples and Money" by Victoria Felton-Collins, Bantam Books; The Wirthlin Group and the San Diego Union-Tribune (July 20, 1992) by Emilie Duggan-Zouhar, Family and Consumer Studies, Grossmont College

A PERSONAL INVENTORY ABOUT MONEY

Take a moment to ask yourself these questions. Ask your partner to do the same and write down your responses (how you feel - not how you think your partner wants you to feel). Compare your results. These questions are only to instigate thought and discussion

1. What was your mother's role concerning finances? How is your role like hers?

2. What was your father's role concerning finances? How is your role like hers?

3. Who or what was the biggest influence on you concerning your attitude about money?

4. As a child, did you think you were rich, poor or middle class? Was that an accurate perception? How do the feelings you had then affect then affect your perception of money now?

5. What were the main messages your parents gave you regarding money? How closely do you follow them today?

6. Have you experienced any traumas about money? What lessons did you learn from them? How have those lessons altered the way you deal with money now?

7. What big money successes have you had? What lessons did you learn? How have those lessons altered the way you deal with money now?

8. Does it make you nervous to imagine either an increase or decrease in salary?

9. In your dealings with money, what makes you uncomfortable? What gives you pleasure?

10. Does your partner and you have similar values about money? On what do you agree? On what do you disagree?

11. When you think of money, what to you see it as?

12. How do you feel about lending or borrowing money?

13. How do you feel before you make a large purchase? and after?

PERSONAL MONEY MOTIVATIONS QUIZ

A look at your primary money drives will give you important clues to your partner's behavior and your own. What does money mean to you? What makes you want to spend it? What makes you fight about it? What makes you not spend it? How do you view it?

Complete this self-test. Write down answers to the questions below. Have your partner do the same.

1. **Money is important because it allows me to - - -**
   a. do what I want to do.
   b. feel secure.
   c. buy things for others.
   d. help my family and friends.

2. **I feel that money - - -**
   a. frees up my time.
   b. can solve my problems.
   c. is a means to an end.
   d. helps make relationships smoother.

3. **When it comes to saving money, I usually - - -**
   a. don't have a plan and don't often save.
   b. have a plan and stick to it.
   c. don't have a plan but manage to save money.
   d. don't make enough money to save.

4. **I someone asks about my personal finances, I - - -**
   a. feel defensive.
   b. realize I need more education and information.
   c. feel comfortable and competent.
   d. ask friend or family first.

5. **When I make a major purchase, I - - -**
   a. go with what my intuition tells me.
   b. research a great deal before buying.
   c. feel I'm in charge - -It's my/our money.
   d. ask friends/family first.

6. **If I have money left over at the end of the month, I would - - -**
   a, go out and have a good time.
   b. put the money into savings.
   c. look for a good investment.
   d. buy a gift for someone.

7. **If I discover I paid more for something than a friend did, I - - -**
   a. couldn't care less.
   b. feel it's okay because I also find bargains at times.
   c. assume he spent more time shopping, and time is money.
   d. feel upset and angry with myself.

8. **When paying bills, I - - -**
   a. put it off and sometimes forget
   b. pay them when due, but no sooner.
   c. pay when I get to it, but don't want to be hassled.
   d. worry that my credit will suffer if I miss a payment.

9. **When it comes to borrowing money, I - - -**
   a. simply won't - - - I don't like to feel indebted.
   b. only borrow as a last resort.
   c. tend to borrow from banks or other business sources.
   d. ask friends and family because they know I'll pay.

10. **When eating out with friends I prefer to - - -**
   a. divide the bill proportionately.
   b. ask for separate checks.
   c. charge the bill to my bank card and have the others pay me.
   d. pay the entire bill because I like to treat my friends.

11. **When it come to tipping, I - - -**
   a. sometimes do and sometimes don't.
   b. Just call me Scrooge.
   c. resent it, but always tip the right amount.
   d. tip generously because I like to be well thought of.

12. **If I suddenly came into a lot of money, I - - -**
   a. wouldn't have to work.
   b. wouldn't have to worry about the future.
   c. could really build up my business.
   d. would spend a lot on family and friends and enjoy time with them more.

13. **When indecisive about a purchase, I often tell myself - - -**
   a. it's only money.
   b. it's a bargain.
   c. it's a good investment.
   d. he/she will love it.

14. **In my family - - -**
   a. I handle all the money and pay all the bills.
   b. my partner takes care of the finances.
   c. I pay my bills and my partner does the same.
   d. we sit down together to pay the bills.

Quiz on Money and Sex

1. Would you risk $1000 if the odds were 50-50 that you would either double it in a year or lose $500? Yes_____No_____

2. Do you balance the family checkbook? Yes_____No_____

3. Would you feel very confident wisely investing a $10,000 windfall? Yes_____No_____

SCORING FOR PERSONAL MONEY MOTIVATIONS QUIZ

For scoring: Count the number of times you responded with an **a, b, c,** or **d,** excluding questions 3, 4, and 7 (which are for your information only.) Whichever letter you chose most frequently reveals your primary money motivation: **a. freedom**; **b. security**; **c. power;** and **d. love.**

IF YOU ANSWERED MOSTLY "A" YOU ARE A FREEWHEELER, AND YOU - - -

- see money as primarily a source of freedom.
- crave autonomy.
- relate to money as a source of thrills, chills, risks, big wins, big losses, unlimited access
- are generous . . . but on their own terms
- trade love, security and even power in exchange for the options to go anywhere, do anything you want
- are either very rich (having made your money in some nontraditional business that paid off big) or very poor (preferring even a beat-up late-model car and fast food dinners to the grind of the eight-hour workday.)
- are a free-lancer and soloist at heart. Commitments are hard for you
- have probably never balanced a checkbook or devised a budget in your life - - - except when forced to by a non-freewheeler

Common professions: Commission sales of any kind (loans, real estate), the arts, music, writing, jobs with opportunity, travel and self-designed schedules.

IF YOU ANSWERED MOSTLY "B" YOU ARE A HEDGER, AND YOU - - -

- see money as primarily a source of security
- crave safety above all else; glorify the predictable and keep a safe distance from the unknown and unforeseen
- equate money with stability, protection, and security: a roof overhead, food on the table, a buffer between you and the vagaries of tomorrow
- are elated watching the value of your real estate property appreciate or your blue-chip utilities stock go up in value
- tend to trust money more than people
- invest in sure things and avoid risk with about the same verve as you avoid going to the dentist
- hold a steady job and spend that paycheck responsibly
- hedge every money-making move with a countermove to protect it
- are best suited to relationships with few surprises; you want to know what you are coming home to
- have a hard time passing up a bargain, free trial or good deal
- balance you checkbook to the penny each month

Common professions: Corporate professions in labor or middle management; military, any job with a regular salary, job security and insurance benefits.

IF YOU ANSWERED MOSTLY "C" YOU ARE A DRIVER, AND YOU - - -

- see money primarily as a source of power
- tend to be obsessive about your work
- see money as a passport to greater options, fame, admiration, control over resources and other people
- want success and the status symbols it is measured by
- like to be in control and are well adapted to traditional forms of management, driving others and yourself
- won't be happy until you are chairperson of the board of a corporation
- are a loner; no one can quite keep up with you
- are impatient, thorough, and to-the-point
- detest vulnerability of any kind, and when it come to a choice between family and career, home life finishes a distant second
- make sure someone else balances your checkbook
- pay attention to your budget only when you want to

Common professions: Entrepreneurial ventures, head of companies, head of state, any job where there is competition and the thrill of the hunt.

IF YOU ANSWERED MOSTLY "D" YOU ARE A RELATER, AND YOU - - -

- value friends and family above all else, and use money to enhance those relationships
- are kind, understanding, motherly/fatherly, and consenting; a tireless listener and helper - - - you cannot resist an open hand
- are the perennial nurturer, contributor and volunteer
- use money to make life a little better for friends and family
- have probably used money to "buy" love in the form of appreciation and attention
- balance your checkbook - - and everyone else's too

Common professions: Nurse, teacher, counselor, doctor, philanthropist, saint, professions in the service area

About the Money and Sex Quiz

Based on a survey of 2,021 men and women in March of 1992 by The Wirthlin Group, the following results were compiled:

1. Would you risk $1000 if the odds were 50-50 that you would either double it in a year or lose $500?
   • • • 18% of the women and 29% of the men answered yes

2. Do you balance your checkbook?
   • • • 60% of the women and 33% of the men answered yes

3. Would you feel very confident wisely investing a $10,000 windfall?
   • • • 48% of the women and 57% of the men answered yes

SCANS

Instructional Resources: Resource Management - Financial

PRINCIPLES OF FINANCIAL PLANNING ENROUTE TO FINANCIAL FREEDOM

Description: Used toward the end of the semester as a summary of what has been learned and a review for the final, if the information was covered.

Lack of time would limit using this information, but could be a useful resource for transfer students or a group of students.

Handout may be adapted but should not be reproduced.

See worksheets: 25a through 25c

Contact: Emilie Duggan-Zouhar, Emeritus
Grossmont College

PRINCIPLES OF FINANCIAL PLANNING

1. Recognize than money represents purchasing power. **Develop goals** for your future.
2. Your budget and spending habits should be such that you **pay yourself first**.
3. **Upgrade** your investment money. Make it work harder for you.
4. Know the implications of the tax laws on your money situation and on your investments.
5. Let inflation work for you rather than against you.
6. **Review** your money management techniques often. Evaluate your financial plan on a periodic basis.
7. Do not use life insurance as a savings vehicle.
8. All types of insurance should protect against **catastrophic-type** losses.
9. There is no such thing as a guarantee in the investment world. There is no "free lunch."
10. Recognize your own "**comfort zone**." Realize also that fear and greed are predominant emotions.
11. You pay a penalty is you have all your savings and investments liquid.
12. **Utilizing leverage** can be advantageous during an inflationary economy.
13. Cultivate a willingness to borrow for investments that will appreciate in value.
14. Set a financial goal for yourself. Develop the **self-discipline** to take the necessary steps to achieve it.
15. Become an **informed** investor. Keep learning about investments and any changes.
16. **Diversify** your investments. Don't put "all your eggs in one basket."
17. **Start now** to achieve your goals. The **time value of money** is one of the most important ingredients for achieving financial success.
18. **Be flexible**. The fads of today may be the disaster of tomorrow.
19. Utilize **tax deferred employee savings plans** to the maximum whenever possible.
20. Understand the magic of compound interest and the **Rule of 72**.
21. Have an up to date will or trust to insure your wishes for your beneficiaries.

EDZ -93

ENROUTE TO FINANCIAL FREEDOM

Rules for Safe Investing

11

1. Start at once; do not procrastinate. Many people don't know where to start, so they don't. Others fear success or making a mistake.
2. Do your homework. Successful investing takes time. You need to read and study in order to make sensible decisions based on good information.
3. Have specific goals. Many have dreams, not goals (goals are dreams with deadlines). If you want "financial security," you have a dream. Set some solid objectives, using specific and reasonable assumptions. Having subgoals helps to make your specific goals manageable.
4. You must be willing to take some risks. You may start with a simple bank account, but you cannot end there. If you want financial freedom, you must beat inflation or add considerably to your investment dollars.
5. Protect you assets. Make sure you have adequate life, disability and health insurance.
6. Stay on a financial diet. Use sound money management techniques and buy wisely (and not too much).
7. Keep sight of the bottom line. Only the money you keep counts. Save for occasional expenses, such as automobile insurance and taxes, so they can be paid in full when needed.
8. Use credit wisely. Money spent on interest payments with no tax write-off is money lost forever. Pay your credit card bills in total each month.
9. Select brokerage firms, accountants and attorneys with care. You do not want to lose your money by failing to investigate the people involved. Take the time to communicate regularly and learn from the experience of professionals. Avoid buying investments from newspaper ads and telephone calls.
10. Diversify and expand your knowledge so that your range of investments becomes broader and more sophisticated. Do not be afraid of new areas as long as you do your homework. Don't expect others to make you rich.
11. Build a pyramid of investments. Have a broad base of conservative investments and add a diminishing amount of more speculative ventures. Move your earnings from speculative investments down into the more conservative areas.

12. Avoid these common stock-investment pitfalls:

    - Don't invest in a stock that has been spotlighted in the news recently.
    - Don't hang on to a stock with poor performance, waiting for the price to bounce back so you "can get even when you sell".
    - Don't concentrate in one industry or in highly related industries.
    - Don't maintain an undiversified portfolio of stocks - one with less than ten stocks in unrelated industries.
    - Don't invest in common stocks with money you may need in less than five years.
    - Don't move abruptly into or out of the stock market with a significant portion of your investment portfolio.
    - Don't underinvest in stocks if you are a long term investor.

13. Stay in touch with you investments. The world changes rapidly. Do not let your thinking become obsolete. Keep up on what is happening in the world.

14. Consider the tax consequences of your investments. Realize how new tax laws will affect present investments.

15. Be patient, do not try to get rich overnight and don't give up too easily. Don't invest in anything until you are certain that it is the right time and the right investment.

SCANS

Instructional Resources: Resource Management - Financial

TOWARD FINANCIAL INDEPENDENCE

Description: An outline for about two class sessions. Includes an overview basically of everything to be covered during the semester. If students stay for this I would not lose them. Includes under **Earn a Good Living,** income for different educational levels, how to interview, what skills all employees need, etc. This may or may not be valuable to include.

This list could be used as an overview of issues when introducing money management or as a review of key points.

See worksheet: 26a

Contact: Emilie Duggan-Zouhar, Emeritus
Grossmont College

Toward Financial Independence

1. Earn a good living
2. Pay yourself first
3. Keep living expenses as low as possible
4. Keep debt light and necessary
5. Buy items only when on sale
6. As between partners - set goals together and review periodically
7. Keep good records
8. Know the tax laws
9. Set up educational funds for children early
10. When you invest, diversify your investments
11. Use dollar cost averaging when investing
12. Reinvest your investment earnings
13. Buy a condo or a house
14. Plan for your retirement throughout your adult life
15. Pay for good advice
16. Smell the roses

SCANS

Instructional Resources: Resource Management - Financial

YOUR NET WORTH/YOUR FINANCIAL PLAN

Description: Packet which could be used to teach money management principles. Very useable.

See worksheets: 27a through 27d

Contact: Mary Nelson
Monterey Peninsula College

FINANCIAL MANAGEMENT PRACTICES

Planning:

- Prioritizing goals
- Setting consumption standards for overall living
- Dividing responsibility for money management tasks
- Devising a protection plan to increase financial security
- Determining record keeping practices
- Estimating income and expenses
- Sequencing bill payment

Implementing:

- Developing a credit reputation
- Protecting credit limits
- Making consumer purchases
- Accumulating savings for unexpected expenses
- Choosing investments
- Reviewing and evaluating spending habits
- Calculating income taxes
- Reviewing financial growth
- Computing net worth

Source: Family Life Management. Ann Smith Rice and Suzanne M. Tucker

27b

Record of Expenses Month______ Year _____

Week 1- Item	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Week 2- Item	Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Week 3- Item	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Week 4- Item	Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Recap:(Total expenses by category to come up with a monthly figure)

Housing: Rent or mortgage $______
Cleaning supplies ______
Insurance/taxes ______
Utilities ______
Furnishings ______
Maintenance ______

Food $______
Clothing ______
Laundry ______
Gas & Oil ______
Other car expenses ______

Medical $______
Hobbies ______
Gifts ______
Entertainment ______
Contributions ______
Education ______

Insurance $______
Savings ______
Personal ______
Other ______
______

Total Monthly expenses $______

"YOUR NET WORTH"

ASSETS: What you own

Residence $______

Other property ______

Personal property (furnishings, jewelry, autos, etc) ______

Stocks ______

Bonds ______

Mutual funds ______

IRA's/Keoghs ______

Pension plan ______

Tax-deferred annuities______

Savings accounts ______

Credit Unions ______

Money markets ______
Certificates of deposit ______

Life insurance cash value ______

Other ______

TOTAL ASSETS

$______

LIABILITIES: What you owe

Mortgage $______

Mortgage ______

Personal property debt ______

Bank loans ______

Credit Union loans______

Charge accounts balance
______
______
______

Life Insurance loans ______

Other investments ______

Debt/obligations ______

TOTAL LIABILITIES

$______

TOTAL ASSETS ______
Less TOTAL LIABILITIES ______
Equals NET WORTH $______

"YOUR FINANCIAL PLAN"
Monthly Cash Flow

Monthly income:

Salary or wages #1 $________
Salary or wages #2 ________

Dividends (stocks, mutual funds) ________
Interest (savings, CD's, Bonds, other ________

Alimony ________
Child support ________

Social Security, workers' comp, other ________

Student loans or financial aid ________

Other income (rental property, royalties, etc________

Monthly expenses: (taken from your reccord of expenses)

Rent/Mortgage $________

Cleaning supplies ________

Insurance ________
Taxes ________
Utilities(gas, water, trash ________
Phone ________
Cable TV ________
Furnishings ________
Maintenance ________

Food ________
Clothing ________

Laundry ________
Gas/oil ________
Other car expenses ________

Medical ________
Dental ________
Hobbies ________
Gifts ________
Entertainment ________
Contributions ________
Education ________
Personal ________
Loan payments ________
Savings ________
Child Care ________
Other ________

TOTAL MONTHLY INCOME
$________

TOTAL MONTHLY EXPENSES
$________

DIFFERENCE ________

SCANS

Instructional Resources: Cultural Diversity

A CULTURAL JOURNEY

Description: The more you learn to know about your heritage, the better you get to know yourself.

See worksheets: 28a through 28c

Contact: Lynn McKinley
Grossmont College

Grossmont College
FACS 110 Life Management

Lynn McKinley

A Cultural Journey

Lynch, E. W. and M. J. Hanson, Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families. Paul H. Brooks Publishing Co., 1992.

Culture is not just something that someone else has. All of us have a cultural, ethnic, and linguistic heritage that influences our current beliefs, values, and behaviors. To learn a little more about your own heritage, take this simple cultural journey.

ORIGINS

1. When you think about your roots, what country(ies) other than the United States do you identify as a place of origin for you or your family?

2. Have you ever heard any stories about how your family or your ancestors came to the United States? Briefly, what was the story?

3. Are there any foods that you or someone else prepares that are traditional for your country(ies) of origin? What are they?

4. Are there any celebrations, ceremonies, rituals, holidays that your family continues to celebrate that reflect your country(ies) of origin? What are they? How are they celebrated?

5. Do you or anyone in your family speak a language other than English because of your origins? If so, what language?

6. Can you think of one piece of advice that has been handed down through your family that reflects the values held by your ancestors in the country(ies) of origin? What is it?

BELIEFS, BIASES, AND BEHAVIORS

1. Have you ever heard anyone make a negative comment about people from your country(ies) of origin? If so, what was it?

2. As you were growing up, do you remember discovering that your family did anything differently from other families that you were exposed to because of your culture, religion, or ethnicity? Name something that you remember that was different.

3. Have you ever been with someone in a work situation who did something because of his or her culture, religion, or ethnicity that seemed unusual to you? What was it?

   Why did it seem unusual?

4. Have you ever felt shocked, upset, or appalled by something that you saw when you were traveling in another part of the world? If so, what was it?

   How did it make you feel? Pick some descriptive words to explain your feelings.

   How did you react?

   In retrospect, how do you wish you would have reacted?

5. Have you ever done anything that you think was culturally inappropriate when you have been in another country or with someone from a different culture? In other words, have you ever done something that you think might have been upsetting or embarrassing to another person? What was it?

   What did you do to try to improve the situation?

IMAGINE

1. If you could be from another culture or ethnic group, what culture would it be?

   Why?

2. What is one value from that culture or ethnic group that attracts you to it?

3. Is there anything about that culture or ethnic group that concerns or frightens you? What is it?

4. Name one concrete way in which you think your life would be different if you were from that culture or ethnic group.

SCANS

Instructional Resources: Cultural Diversity/Self Esteem

FAMILY SEARCH AND RESEARCH

Description: A guided search for family roots. Can work in groups of 5 to 7 and sharing with large group.

Objective: student will be able to state how their family culture integrates with other cultures. Can be used to introduce various foods, forms of dress, cultural diversity and similarities among the students.

THE NEIGHBORHOOD DIALOGUE

Many communities in California are characterized by a high density population, mobility, cultural diversity and lack of communication. The *Neighborhood Dialogue* is an activity which has been developed to break down barriers which are associated with not knowing our neighbors or even the people we work with or sit beside in classes.

The Life Management class provides an excellent opportunity to offer the *Neighborhood Dialogue* experience. It can be used near the beginning of the course to identify cultural diversity, family background and values. It can be used later to explore problems and prejudices. Questions for discussion can be designed to meet desired goals.

To carry out this activity, divide the class into groups of four to seven students. Each group may be given a long list of questions, such as the one attached from which each student can pick any three or four questions and then share their responses with the rest of the group. Set a time limit of thirty to forty minutes, depending on the length of the class. At the end of the time, ask the class to come together, so that members of each group can share something they have learned about another member of the group. Ask the class to suggest ways these activities might be used to help working, social or living groups to better understand and appreciate each other.

See worksheet: 29a

Contact: Pat Mogan
Orange Coast College

ORANGE COUNTY
TOGETHER
Transforming Community

A Partnership Among United Way, Human
Relations Commission, and The Community
18012 Mitchell Ave. So., Irvine, CA 92714
Ph. (714)252-1242 • Fax (714)252-1245

Family Search and Research

1. What is the origin of your family name? What is its meaning?
   What, if any, changes did your family surname undergo if your ancestors came from the "old country" to the United States?
   What stories do you know about the changes?

2. What traditional names have been used in your family? Nicknames?
   Are there any naming traditions?

3. What traditions have been handed down to you from branches of your family?
   What traditions seem to be dominant in your family's history?

4. What stories have been passed on to you about your parents? Grandparents? Ancestors?
   What do you know about your parents' and other ancestors' childhood, religion, politics, schooling, marriage, courtship, leisure activities, attitudes about death, etc.?
   Are there things about your family's history you would like to know about but are afraid to ask, or about which no one seems to want to talk?

5. Is there a famous or notorious person in your family's past?
   What can you tell about him/her?

6. How did your parents, grandparents, great grandparents, etc., come to meet and marry?
   Are there family stories about these relationships (e.g., jilted brides, brief courtships, elopements, etc.)?

7. What historical events (e.g., Depression, World War I, World War II, Vietnam War, etc.) affected your family most?

8. Are there any special family recipes that have been preserved and handed down from generation to generation in your family?
   Are they still in use today?

9. Are reunions held among members of your family?
   How often? When and where? Who's invited? Who comes? Who organizes the reunions? Are there traditional foods and activities?
   Are stories and photographs exchanged?
   Are records of the reunions kept?
   Are there relatives you are happy to see during these reunions? Ones that you're not so happy to see?

10. What languages have been important in your family's past and present?
    Religion and religious practices?
    Ties to a "homeland?"

© CTIR
University of Denver

SCANS

Instructional Resources: Cultural Diversity/Self Esteem

GENEALOGY

Description: Students work on family tree back to great great grandparents. Project could be timed to overlap a holiday when families get together. Could coordinate with **Cultural Journey** assignment. Assignments takes five to six weeks to work on. Reference: Croom, *Unpuzzling Your Past.*

This assignment may be inappropriate for some students who are troubled about their past. Offer options to research, e.g., another person's past.

See worksheets: 30a through 30d

Contact: Lynn McKinley
Grossmont College

GENEALOGY ASSIGNMENT

Purpose:

> ...(The) "reward for investigating your family's past is this: the better you get to know your forebears, the better you will come to know yourself. Through a genealogical search you can come to a much more complete understanding of who and what you are. What worthier effort, then, can we make than to seek out the story of our ancestral past and record and preserve it for future generations in a Family History Book? The benefits are first your own, but the legacy to your children and grandchildren will be priceless.
>
> One final thought: When you and I and a sufficient number of other people start finding our roots, the whole world may recognize at last that we are all one family, and that it is time we learned to live-in love and peace and goodwill toward all mankind." (Finding Your Roots, Jeane Eddy Westin, J. P. Tarcher, Inc. 1977, pg.6).

This assignment will give you a chance to *begin* you own genealogical search. Using the charts provided (feel free to make as many copies as you need) you can begin to trace your own roots. Plan to gather information as far back as your eight great-grandparents.

You need to:

1. Fill in the five generation chart (numbers 1-15) as completely as possible. Start with what you know. You are #1 on the Five Generation Chart, your father is #2 and your mother is #3

2. Fill in the Family Record Forms (you'll have to make copies) as completely as possible. You will need one form for each husband/wife pair (e.g. parents, both sets of grandparents etc.)

Tips:

- **Always** use pencil (you will be amazed at the conflicting information).
- Use complete names (put nicknames in parenthesis).
- Women are always listed under their maiden name.
- If you aren't sure about a date, put the approximate date with a "c" in front of it, e.g. c1900.
- Always spell everything out completely and neatly.
- On the back of the forms, list where you found the information (in case you ever have to go back and recheck (or prove) information). You may want to photocopy documents that verify your information.
- Try and verify all information more than once.
- Oral information from a relative is good, but the original birth certificate, marriage license, death certificate, etc. is better.

Sources for Information:

- Relatives you already know.
- Long-time family friends
- Family Bibles and prayer books.
- Family letters, diaries, memoirs, and autobiographical sketches.
- Scrapbooks
- School and college yearbooks
- Photographs
- Family papers
- Living relatives that you may not know when you begin your search!!

FIVE-GENERATION CHART #______

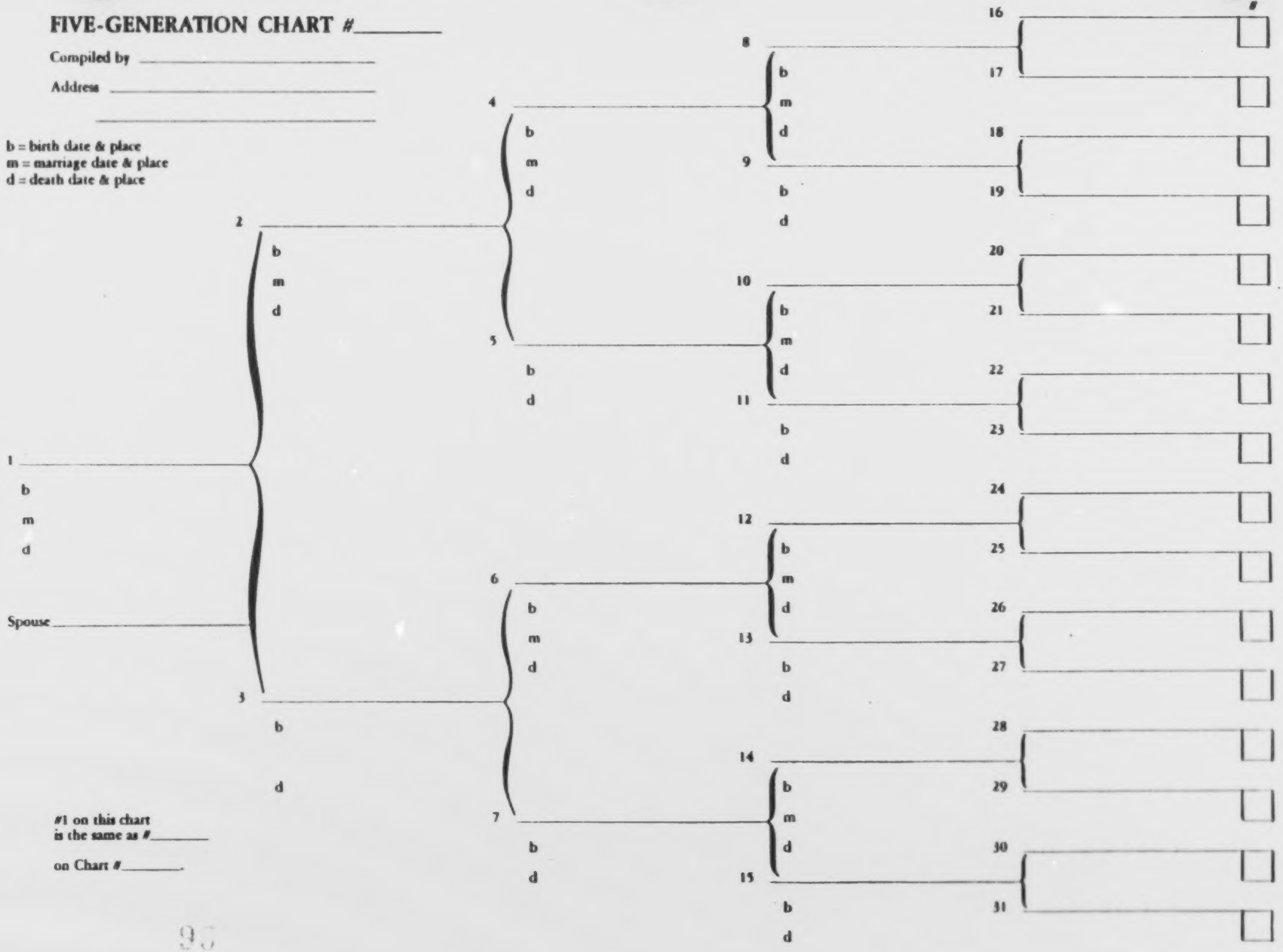
Compiled by ______________________

Address ______________________

____

b = birth date & place
m = marriage date & place
d = death date & place

30c



#1 on this chart
is the same as #______

on Chart #______.

96

97

[illegible] Post Early [illegible] 1987

FAMILY RECORD OF THE ________________________ FAMILY

Birth date
Birth place
Death date
Burial place
Religion
Politics
Occupation
Education

____
Full name of husband

His father ________________________

His mother ________________________

Birth date
Birth place
Death date
Burial place
Religion
Politics
Occupation
Education

____
Full name of wife

Her father ________________________

Her mother ________________________

Other spouses (his or hers)

Marriage date ________________________

Place ________________________

CHILDREN OF THIS MARRIAGE

#	Full Name	Birth	Death	Marriage
1				
2				
3				
4				
5				
6				
7				
8				

38

SCANS

Instructional Resources: Self Esteem/Role Resolution

HOUSEHOLD CHORES

Description: This works best when there are similar numbers of men and women in class. The students respond by checking the form and turning it in. Other students compile responses and the form (with totals) is duplicated. The students stand on the left and right of the room, grouped by men and women. Numbered results of interest are discussed.

The men are usually very interested and willing to help (like reorganizing kitchen cupboards) but the women don't want them to. Discussion of 50-50 work chores continues. Also if men are willing to help - can they do it their own way. An enlightening activity.

See worksheet: 31a

Contact: Emilie Duggan-Zouhar, Emeritus
Grossmont College

HOUSEHOLD DUTIES

NAME______________________________ SEX____________________

Considering that you are in a two or more person household, please check the chores appropriate for you to do.

Duties	My duty	Duty if nec.	Split 50/50	Not my duty
grocery buying				
picking up cleaning				
doing the laundry				
ironing clothes				
folding the clothes				
mow the lawn				
water the yard				
do the gardening				
trim the trees				
dust the furniture				
clean the bathroom				
clean the kitchen				
wash dishes				
dry dishes				
put food away				
load dishwasher				
change oil in auto				
clean garage				
wash car				
polish car				
feed dog/cat				
wash dog/cat				
wash floor				
vacuum				
change door knobs				
wash windows				
cook meals				
make gourmet meals				
reorganize kitchen				
clean out closet				
paint interior				
paint exterior				
take out garbage				
make beds				
change sheets				
sweep patio				
change diapers				
bathe baby				
make lunches				
feed toddlers				
call exterminator				
take off work, baby sick				

Note: Mark only one in each row

SCANS

Instructional Resources: Motivation/Procrastination

CONQUERING PROCRASTINATION

Description: This worksheet helps students to identify personal procrastination patterns and to list steps to follow in resolving the problem.

This exercise is designed to use in conjunction with a time management unit.

The exercise is brief and can be accomplished in class.

See worksheets: 32a and 32b

Contact: Pat Mogan
Orange Coast College

CONQUERING PROCRASTINATION

FACTS

Procrastination is a habit.

Procrastination is a thief of time, according to Edward Young.

Procrastination creates internal tensions.

EXAMPLES OF HOW OR WHEN YOU PROCRASTINATE

1. ____
2. ____
3. ____
4. ____
5. ____

STEPS TO REDUCE A PROCRASTINATION PROBLEM

1. Break the tasks into smaller tasks.
2. Identify the first task to be accomplished.
3. Schedule time to accomplish the first task.
4. Focus on one thing at a time.
5. Prioritize remaining tasks and schedule.

CONQUERING PROCRASTINATION WORKSHEET

PROBLEM:

____

STEPS TO SOLVE PROBLEM:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

FIRST TASK OR STEP:

____

DATE AND TIME COMMITMENT:

____

SCANS

Instructional Resources: Conflict Resolution

THE CAREER WHEEL

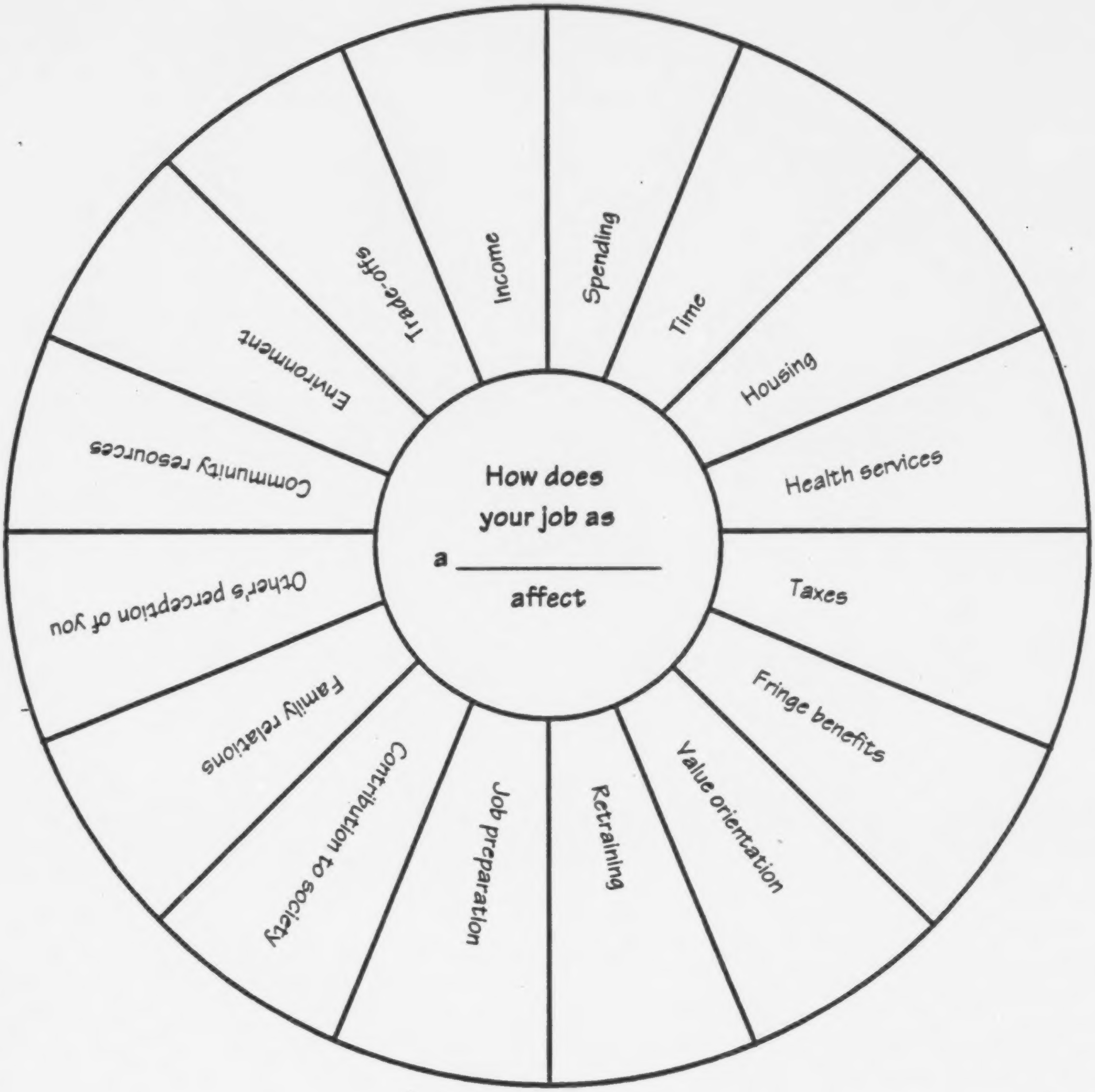
Description: A comprehensive analysis of the impacts of a career decision. The activity challenges students to research the preparation for the *job* and the outcomes of the decision.

This worksheet was developed by a group of home economics teachers for a California Department of Education project back in the 60's. The wheel may be reproduced.

When I've used this, students have remarked "Wow! I had no idea all this mattered!"

See Worksheets: 33a and 33b

Contact: Elizabeth Stark
Chaffey College


How does your job as a ____________ affect
Income
Spending
Time
Housing
Health services
Taxes
Fringe benefits
Value orientation
Retraining
Job preparation
Contribution to society
Family relations
Other's perception of you
Community resources
Environment
Trade-offs

GUIDE TO THE CAREER WHEEL

Income

What will be your income?

Will your income increase as you stay with the job?

What are the fringe benefits?

Can you support yourself / your family on this income?

Spending

What is the cost of the job? (clothes, transportation, other costs)

Will you spend your money differently because of the job?

Use of time

What hours will you work? Will your work schedule vary?

What time demands will work place on your family?

Will the job require overtime?

Will you need to take the "job" home with you?

Will you need to attend meetings after hours?

Housing

Will you need to live in a particular geographic area?

Will the job require space to work at home?

Will the job require you to entertain at home?

Health services

What are the health risks in your job?

Is health insurance provided, or is it available?

Taxes

In what income tax bracket will you be?

What effect will the job jave on your political orientation?

Fringe benefits

What are the economic, social, and educational fringe benefits of the job?

Who will pay for the finge benefits? Are they optional?

Value orientation

Is the job compatible with what is important to you?

How may the job change what is important to you? (time, people, and income)

Will your job help clarify or alter your value system?

Retraining

Will the work you have been trained for be needed for some time?

Is there provision for retraining?

Is there a program of ongoing inservice education and training?

Job preparation

How long will it take to prepare for this job?

Where can you get the training / schooling?

What is the cost of the education required for the job?

What types of financial aid are available?

Contribution to society

Does the job make a positive contribution to society?

Does the job improve the quality of life for yourself, your family, and society?

Family relations

What effects will the job have on your family life?

How will the job affect your home responsibilities? (housework, car maintenance, child care, and food preparation)

How will the job affect your spouse's sex-role perceptions?

Others' perceptions of you as a person

How will you be regarded by others because of this job?

How will the job affect your social or community life?

Use of community resources

What community services will you need as a result of the job?

Will the time and energy demands of the job permit you to take advantage of community resources?

What community services will be available to you?

Environment

What effects will your job have on the environment?

What goods and services, (water, electricity, gasoline), will you consume because of the job?

Trade-offs?

After considering all of the above factors, what must you give up to have this job?

SCANS

Instructional Resources: Conflict Resolution

CHANGES AND MANAGEMENT PROBLEMS

Description: Process: Utilizing current media articles topical news, feature stories as a basis for change and management problems.

This worksheet can be utilized with current issues and a selection of current literature. The *Los Angeles Times* article is an example only and may not be reproduced.

See worksheets: 34a through 34c

Contact: Pat Mogan
Orange Coast College

Changes and Management Problems

Major Changes Affecting Society	Management Problems Related To Changes

Simply, a New American Dream

■ **Activism:** We're the richest people in the world. So why aren't we happy? Betsy Taylor has a plan to break materialism's work-and-spend grip.

By CONNIE KOENENN
TIMES STAFF WRITER

Throughout her career, Betsy Taylor has been drawn to organizations trying to improve society—the peace movement, the nuclear freeze campaign, environmental reform.

But for the past year she has focused on a project so idealistic it almost sounds like a joke. Taylor, 41, is launching a national Center for a New American Dream.

She hopes it will provide a nonpartisan forum where Americans can talk about an overriding theme of the 1990s that nobody seems to address directly: If we are the richest people on Earth, why aren't we happier? And the forum aims to offer solutions—ideas and models for ways people might break the work-and-spend grip that materialism has on their lives.

"We want to spark a national conversation," said Taylor, who has already enlisted a network of high-powered activists, spent a year laying the groundwork and expects to offer details next month. "Our hope is to change the society. This idea can be seen as hopelessly utopian or as something that people desperately want."

She's banking on the latter, contending that the old American dream of opportunity has deteriorated. For many, it's become a weary race for consumer goods; for others, the abrupt loss of a job they'd counted on for life.

People *do* want change, she said, offering up documentation: a Gallup poll showing that a third of all Americans would trade a 20% cut in income for reduced work hours, or an Index of Social Health report that in spite of a 50% increase in personal income since 1957, the percentage of Americans who say they are "very happy" has not risen at all.

Much of the data is from Taylor's own organization. She is director of the Merck Family Fund, a nonprofit foundation based in Takoma Park, Md. In the world of foundations, Merck is a modest player, with an asset base of about $35 million, and gives away about $1.5 million a year, mostly to projects to sustain a healthy planet.

Last year, in a new move, the fund commissioned a nationwide poll attempting to measure the impact of materialism on the collapse of community. The purpose was to get information that would guide the fund's grant-making, but Taylor said the outcome was so impressive it charted a new direction.

The survey revealed a widespread dissatisfaction with materialism, with 82% of the respondents agreeing that "most of us buy and consume far more than we need." And 67% agreed that "Americans cause many of the world's environmental problems because we consume more resources and produce more waste than anyone else in the world."

The survey, conducted for Merck by the Harwood Group of Bethesda, Md., included random-sample telephone interviews with 800 adults and four focus groups representing a demographic cross-section of the population. A 26-page report, "Yearning for Balance," has been published and more than 6,000 copies distributed. "The poll response took us by surprise," Taylor said in a recent telephone interview.

And it kicked her into action. With $100,000 Merck Fund seed money, she convened a conference last spring, pulling together dozens of thinkers who spent three days wrestling with the thesis that materialism has not bought happiness and the possibility of creating a "sustainable" society that does not borrow from the future.

> **'People are hungry to talk about this, and there is no place to do it. They are up to their ears in credit card debt; they don't have time for their kids, for their community. They're beginning to say, "Is this it?" '**
>
> Betsy Taylor

The participants were challenged to look at the global picture: With less than 5% of the world's population, the United States consumes nearly 30% of the planet's resources. Americans now can choose from more than 25,000 supermarket items—including 200 kinds of cereal and 11,092 magazines (mostly filled with ads for more products).

In many ways, our society has grown beyond acceptable environmental limits, it was emphasized, and yet ominously, the American lifestyle is now the uncontested global model. This poses a paradox that technology alone will not resolve, said board member Robert Engelman, a program director at Washington's Population Action International. "If the entire world used energy the way we do, the increased carbon dioxide in the air alone would bring on an immense greenhouse effect."

The conference was concerned about the vacuum in American conversation, even in a presidential election year, and about the irony of consumers working overtime to buy things whose production is depleting the Earth's resources.

"When we consider the rollback of the 4.3-cent gas tax we should also be discussing the way we use gasoline," Engelman said. His vision is a society in which people are consuming fewer resources and still living a high-quality life. "We are not suggesting that Americans are awful people or that we all need to adopt a vegetarian lifestyle immediately."

How to talk about the need for change was a major theme at the conference, which struggled with vocabulary, acknowledging that such words as "consumption" and "sustainability" often draw blank stares. Asked to define the problem in "sound bite" phrases, they came up with lines such as, "We're working for the economy and it's not working for us," or "The Earth has enough for every person's need but not every person's greed."

The conference participants acknowledged the meeting was only a small first step toward the daunting task of revamping consumption

Los Angeles Times /

ORANGE COUNTY

SECTION E • TUESDAY, MAY 14, 1996

DREAM

Continued from E1

patterns, but they left with a positive feeling, Engelman said. "If there was any dominant message from that conference, it was 'Keep going.' "

That has been Taylor's byword. An eight-member board of directors has had several planning sessions for a permanent center. Both an executive director and a site (probably either Washington, D.C., or Seattle) will be announced in June.

"I'm trying to nurse this baby along," Taylor said. "Our plan is to build a major membership organization, and not in a polarizing way. If you come at it with a political agenda, it won't work." She thinks the project's timing is right on target and applicants for the directorship came from "every sector you can imagine," she said, "from ex-priests to corporate vice presidents."

It's clear to her the project has tapped into something dynamic. "People are hungry to talk about this, and there is no place to do it," she said. "They are up to their ears in credit card debt, they don't have time for their kids, for their community. They're beginning to say, 'Is this it? Is this what it's about?' "

She herself is a voluntary downshifter, having traded a $15,000 pay cut for a four-day week, to spend time with her children, Gus, 6, and Emily, 7, and have a little time for community activism. Her husband, Dennis May, is a community college teacher.

"I knew from my past, which was totally workaholic, that I needed time to be with my kids," said Taylor, who studied business management at Harvard University and has previously run the Stern Family Fund and Ottinger Foundation.

And she sees positive indicators that the "shop till you drop" frenzy of the 1980s is being rejected on many levels. Although we're not hearing it at the political level, she noted, many in the religious community, and even in the business sector, are starting to make the connection that environmentalists have long preached.

"And it's a raging debate in Europe," she added. "In countries like Norway, the Netherlands and Germany it has been raised at the highest level of government. And Czech President Vaclav Havel has been talking about a 'third way' of taking the best of a free market economy without the unbridled commercialism and billboards and unrestrained advertising."

Politics aside, many Americans are taking matters into their own hands. In a surprising Merck poll finding, 28% of those surveyed said that in the past five years they had voluntarily made changes in their life that resulted in making less money in order to have a "more balanced life."

Taylor points to a flood of how-to publications—books on ways to downsize, to live more simply—and newsletters with names like Tightwad Gazette and Penny Pincher Times. One of her board members is Vicki Robin of Seattle, co-author of "Your Money or Your Life," a handbook on achieving financial independence that has sold more than 350,000 copies. Little bursts of activity such as "simple living circles" or "TV-free week" or "Ad-buster" campaigns continually flare up around the country.

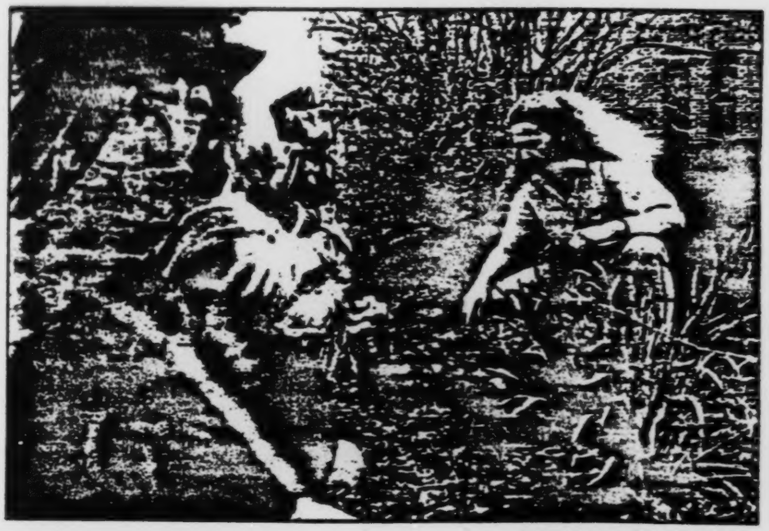
"One of the most obvious things about our society is that our richness is not giving us satisfaction. it's sort of the elephant in the living room no one will mention," said board member Dana Meadows, professor of environmental studies at Dartmouth College and the author of "The Limits to Growth."

Most of the conference participants represented big movements in their own field, Meadows said, but Taylor brought all the points together. "We were there ready to crystallize, and she was the seed crystal."

The survey, Taylor said, revealed a lot of paradoxes:

- Americans are ambivalent about what to do. They express a deep appreciation for material things, plus a feeling that people should be allowed to make their own choices with money, and can't be expected to change. Eighty-nine percent agreed that buying and consuming is "the American way of life."
- They see the environment as connected to these concerns in a vague way but have not thought deeply about the ecological implications of their own lifestyles.
- They can imagine themselves changing individual behavior but are skeptical that anybody else would.

Taylor, who continues to work primarily for the Merck Family Fund, is also the acting board chairwoman of the incipient center, an ironic double load for someone leading a crusade to simplify life. "It's a lot," she said, "but if you want to turn things around, you can't always be in balance."



SCOTT ROBINSON / For The Times

"Our hope is to change the society," says Betsy Taylor, gardening. "This idea can be seen as hopelessly utopian or as something people . . . want."

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SCANS

Instructional Resources: Conflict Resolution

CONFLICT MANAGEMENT

Description: *Purpose:* To introduce students to the variety of conflict strategies and the appropriate use of each strategy.

Students then give **examples** of goals/relationships that would cover each of the strategies and try out (role play) the strategies in small groups (3-4 students)

See Worksheet: 35a

Contact: Carol Rupe
Shasta College

CONFLICT MANAGEMENT

Five Styles For Managing Conflict:

1. Dominate/Control
2. Compromise/Negotiate
3. Integrate/Collaborate
4. Suppress/Avoid
5. Deny/Withdraw

CHOOSE ONE OF THESE OPTIONS WHEN CONFLICT ARISES. Which one depends upon your evaluation of the **relationship involved** and the **importance of the goal involved.**

Importance of the Relationship	Importance of the Goal	You Should:
LOW	HIGH	Confront Persist Dominate Control
LOW	LOW	Ignore Concede Deny Withdraw
MEDIUM	MEDIUM	Compromise Negotiate
HIGH	LOW	Suppress Avoid Accommodate
HIGH	HIGH	Integrate Collaborate

SCANS

Instructional Resources: Decision Making

YOU AS A DECISION MAKER

Description: A self-analysis questionnaire to assist students in determining their decision making style.

See worksheets: 36a and 36b

Contact: Lynne Miller
Long Beach City College

YOU AS A DECISION-MAKER

Check the one characteristic in each of the following sections that most nearly describes you as a decision-maker.

A. ACTION IN MAKING A DECISION. When you seem to have the important facts about a situation, which one of the following statements seems to describe best your action in making a decision?

_____ 1. The answer just feels right.
_____ 2. With the facts as they are, there is no need for delaying the decision.
_____ 3. "Just give me the facts and I'll decide."
_____ 4. You want time to sleep on it.
_____ 5. You want to consult a few more people before deciding.
_____ 6. You keep changing your mind about the right answer.

B. ENJOY MOST. When a decision needs to be made, which of the following do you enjoy most?

_____ 1. Acting upon your hunches.
_____ 2. Trusting your judgment.
_____ 3. Deciding quickly.
_____ 4. I prefer to make decisions without belaboring them.
_____ 5. Considering all of my alternatives before deciding.
_____ 6. Thinking about the results of each of the choices.
_____ 7. Finding out all the facts.
_____ 8. Do not enjoy any part of it.

C. How fast can you make "little" decisions?

Fast	Fairly Fast		Rather slow	Slow
1	2	3	4	5

D. How fast can you make "big" decisions?

Fast	Fairly Fast		Rather slow	Slow
1	2	3	4	5

E. After a "big" decision has been made, which statement best describes your feelings?

----- 1. I feel comfortable about my decision.
----- 2. I made the right decision without getting stressed out.
----- 3. I weighed all of the facts and came up with the best decision but I hope I didn't forget any important item.
----- 4. I'm greatly relieved the decision was finally made.
----- 5. I always wonder if I made the right decision.

F. RATING. In general, as a decision-maker, do you believe you are:

----- 1. Very good
----- 2. Good
----- 3. Average
----- 4. Fair
----- 5. Poor

CLASSIFICATION KEY -- Circle the number you checked.

	I	S	A	F
A.	1	2	3 4	5 6
B.	1 2	3 4	5 6 7	8
C.	2	1	3	4 5
D.	2	1	3	4 5
E.	1	2	3 5	4

I - Intuitive Decision-Maker

S - Snap Decision-Maker

A - Analytical Decision-Maker

F - Foot Dragger Decision-Maker

SCANS

Instructional Resources: Decision Making

DECISION MAKING PROJECT

Description: Based on Rice and Tucker's Decision Making Model - use as a student project assignment. Gives structure to big decisions.

See worksheet: 37a

Contact: Lynn McKinley
Grossmont College

GROSSMONT COLLEGE
FAMILY AND CONSUMER STUDIES 110
LIFE MANAGEMENT
DECISION MAKING PROJECT

The decision project entails writing a paper (2 - 2 1/2 typed pages) about a decision that you need to make. In your paper you must incorporate all of the items below. **Please answer each question separately.**

I Statement of the Problem

A. Write a detailed description of what you are deciding.
B. When must the decision be made? Why?
C. What benefits will come from solving this problem?
D. How might this decision affect your future?

II Obtaining Information

A. Gather as much information as possible to help formulate courses of action (include past information).
B. Evaluate the resources to be used or the reliability of various sources of information.
C. Is there inconsistent information? If so describe.

III Consideration of Alternatives (a maximum of 5-6)

A. Prioritize your alternatives.
B. Include the resources needed for each alternative: money, time, energy, talents, etc.
C. Consider the effects of each decision on all people involved (visualize outcomes and consequences).
D. List specific risks, rewards and value conflicts.
E. Discuss the outcomes and consequences of each alternative.

IV The Decision

A. Select a course of action. Why was it selected?
B. Describe implementation of your decision. How will you do it?
C. How will you evaluate the outcome?

SCANS

Instructional Resources: Decision Making

DECISION MAKING FOR HIGH RESOURCE DEMAND DECISIONS

Description: Value based decision making model. Work in groups (5 to 7 or what ever works with class size). Can be used for tangible or intangible decisions. Look at values, resources, do one for group and one for self. Clarifies values and resources criteria (two to three criteria).

See worksheets: 38a and 38b

Contact: Pat Mogan
Orange Coast College

DECISION MAKING FOR HIGH RESOURCE DEMAND DECISIONS

Explanation:

The purpose of this exercise is to: (1) focus attention on the need to consider values and related resources when establishing a criteria for major decisions, (2) clarify the rationale in the selection of the alternatives, and (3) demonstrate the use of communication skills in decisions that involve others.

Procedure:

In preparation for this exercise, students will receive three copies of the Decision Making Model. The instructor will work through a major decision, such as buying a car, choosing a college, or deciding on marriage. Transparencies will be used in identifying the five steps in decision making, with the Decision Making Model incorporated into the fourth step which is the selection from among alternatives. Students will use one of their models to assist the instructor and to work through the model.

Before leaving the class, students will meet in "family" groups to decide on the major decision they will work on. They will identify major values and resources related to the decision, as well as several possible alternatives. Family members will be asked to think further about values and resources which are related to the problem and to gather more information about the alternatives.

At the next class meeting, family members will meet again to agree on the values and resources which are related to the decision and to then establish the criteria for making the decision. They will agree on the alternatives and write a brief description of each one above one of the columns. Each group will then work through the decision making model. A time limit needs to be set, so there will be time for all groups to report back to the class.

Questions:

The following questions should be addressed to each group.

1. What specific values and resources were considered in establishing the criteria and selecting the alternatives.
2. How compatible was the group in working through the process? How were differences resolved? How important are good communication skills in group decision making?
3. What degree of satisfaction should the "family" group have with the results of the decision?

The third model is for each student to use in making a significant personal decision, as a follow-up and to reinforce the process.

A DECISION MAKING MODEL

Problem

Name

Solution characteristics or requirements which you consider essential.

Criteria: Weighting 1-10	Alternatives: Rating 0-5				

Directions:

1. Establish criteria. (The criteria is based on values which are important to you and are related to the problem.)
2. Give each criteria a "weighting" between 1 and 10 with 10 being the priority which is most important to you and 1 being least important. You may give more than one criteria the same priority rating.
3. Select alternatives and briefly describe key characteristics in the space above each column. You should have at least 3 alternatives.
4. In triangular spaces in each rectangle, rate the alternative on each of the criteria, giving a 5 for the highest rating.
5. Multiply figure in triangle (alternative rating) by the criteria weighting and place answer in rectangular space.
6. Total columns for each alternative. Place sum of each column in spaces opposite "totals."
7. The column with the highest score should be you choice. If you still prefer another of the alternatives, try again. Start by reviewing your criteria and reassessing the weighting.

SCANS

Instructional Resources: Decision Making

DECISION MAKING THEORY

Description: Technical, Economic or Social decisions. Why different decisions are easy or hard - based on type of decision.

See worksheets: 39a through 39f

Contact: Lynne Miller
Long Beach City College

SOCIAL DECISIONS*

"Integrating"

Characteristics of this class are:

1. concerned with unique problems
2. made once or, at most, several times in a life
3. no past experience to rely upon for comfort
4. concerned with value selections or change
5. concerned with general roles or life patterns
6. concerned with integration of roles one plays within him/herself
7. concerned with integration of unique individuals to form a group
8. not aimed at specific goals
9. determines the underlying foundations for more specific decisions
10. must be made by the individuals or groups involved
11. forces the individual to look within him/herself
12. no right answer
13. no easy solution
14. most important decisions we make
15. frees a person or group from emotional conflict which may immobilize
16. enables one to move toward realizing potential and self-actualization
17. know the least about them
18. most crucial problems we face
19. encompasses the heart of man's dignity and humaneness
20. no comparison can be made since action and solutions are built by reorganizing available materials in exchanging ways
21. this type must be subjected to more precise analysis
22. resources are unlocked are the energies and emotions of the persons involved
23. has the possibitility of creating loyalties, shared beliefs and empathy between individuals.

* - from Decison-Making Models by Maxine Keenan

SOCIAL DECISIONS
"INTEGRATING"

I. Problem	Uncover	Conflicts Factors Supporting Conflicts
II. Mediate	Values	Goals
III. Precise Analysis	Identifies →	Methods to Promote An Effective Solution
IV. Effective Solution	leads to →	Integration Self Actualization Freedom from emotional conflict Policies consistent with values and goals

TECHNICAL DECISIONS*
"Implementing"

Characteristics of this class are:

1. routine
2. relatively unimportant or inconsequential but make up the pattern of one's life
3. right answers exist - best provided by the specialist
4. most comfortable with these decisions
5. follows an economic decision
6. cannot be truly effective unless based on effective social decisions
7. easiest to concentrate on
8. fewer areas of limited knowledge and controversy
9. problems are more specific
10. approaches are more clear cut
11. this class may be taken over by computers
12. resources tend to be the type that can be bought and sold

* - from Decision- Making Models by Maxine Keenan

TECHNICAL DECISIONS
"IMPLEMENTING"

I. Problem - Action Is based on Economic Decision

II. Purpose - End to be Aimed At

III. Alternatives Available

Alternative	Information Available
________	________
________	________
________	________
________	________
________	________

IV. Selected Alternative - Right Answer

V. Gain
Utility
Worth

Monetary
____
Satisfaction

Life Management
Lynne Miller

ECONOMIC DECISIONS*
"Allocating"

1. always involves selecting one course of action, rejecting others
2. not necessarily money oriented or financial
3. returns may be money or satisfaction
4. made up of what you want
5. this type may be taken over by computers
6. requires ordering, evaluation, selecting ends
7. requires that plurality of goals be at the level of the conscious at one time so that they can be compared
8. requires that available resources be known and be in some way measurable
9. relevant only that families know
    a. what they want
    b. what resources are available
    c. they are not related to internal conflict
10. cannot be truly effective unless based on effective social decisions
11. easier to concentrate on
12. fewer areas of limited knowledge and controversy
13. problems are more specific
14. approaches are more clear cut.

* - from Decision-Making Models by Maxine Keenan.

ECONOMIC DECISIONS
"Allocating"

I. Problem Situation		Arousal Recognition Identification Definition
II. Purpose		To be achieved
III. Information to formulate	Action	Prediction Consequence Risk Probability
	__________ __________ __________ __________	__________ __________ __________ __________
	(field of choice, scale in order of preference)	
IV. Selected Action - Number 1 on scale		
V. Outcome of Selected Action	Gain Worth Utility	Monetary __________ Satisfaction

SCANS

Instructional Resources: Decision Making/Value System

THE ALADDIN FACTOR - WHY PEOPLE DON'T ASK AND THE POWER OF ASKING

Description: Propensity - comparison of pros and cons. The Aladdin Factor - why people don't ask and the power of asking.

See worksheet: 40a

Contact: Carol Rupe
Shasta College

Life Management 60
Shasta College

DECISION-MAKING PROCESS

1. Know Thyself:

2. Ask the question: "What is the **REAL ISSUE** here?"

3. Gather Information and List Alternatives:

   a. Ask, Ask, Ask, Ask, Ask, Ask, Ask and Ask Some More (The Aladdin Factor)

   b. Brainstorm your Alternatives

   c. Projection (Visualization of each alternative)

   d. Propensity (Emotional Weights based on Values)

4. Make the decision ---Commit to it!

5. Evaluate the decision

SCANS

Instructional Resources: Communication

BRAINSTORMING/GROUP DYNAMICS

Description: Small group brainstorming activity. To solve a problem and reach consensus. Includes an observer who records perceptions of the communications/problem solving process.

See worksheet: 41a

Includes description of problem and observer guidelines.

Contact: Mary Nelson
Monterey Peninsula College

BRAINSTORMING EXERCISE

YOUR ROLE: You are a special task force selected to solve a major problem of the nation ' s largest telephone company.

THE PROBLEM: The frequent and costly vandalization of phone booths.

THE RULES: There are no rules. Brainstorm as many ideas as you can. Do not limit your thinking with concerns about money or the limitations of present technology. Give your imagination free play.

THE RESULTS: Reach a consensus on your two best solutions.

COMMUNICATIONS/PROBLEM SOLVING

As the observer for this group, answer the following questions about how the group interacts:

1. How did the group get started?
2. Who talked first?
3. Did everyone talk?
4. Did anyone encourage others to talk?
5. Comment on the ratio of positive to negative statements.
6. Were there gender differences in contributions to the group?
7. Who assumed the management of the group (process)?
8. Who assumed the leadership of the group (imagination/ideas)?
9. What was the overall atmosphere of the group? (congenial, adversarial, tense, relaxed, etc.)?
10. What kinds of feelings were expressed or observed?

SCANS

Instructional Resources: Delegation

DELEGATION

Description: Helpful hints for delegation of tasks. Describes the what, why and levels of delegation.

See handout: 42a

Contact: Carol Rupe
Shasta College

DELEGATION

WHAT IS IT?

It's developing and growing the people around you.

WHY DO IT?

If it's done well, it's one of the greatest **motivators** in people's lives.

It builds self esteem through competence.

It conveys *worth* and *significance* to each member. Each feels *needed.*

It nourishes the traits of responsibility and accountability.

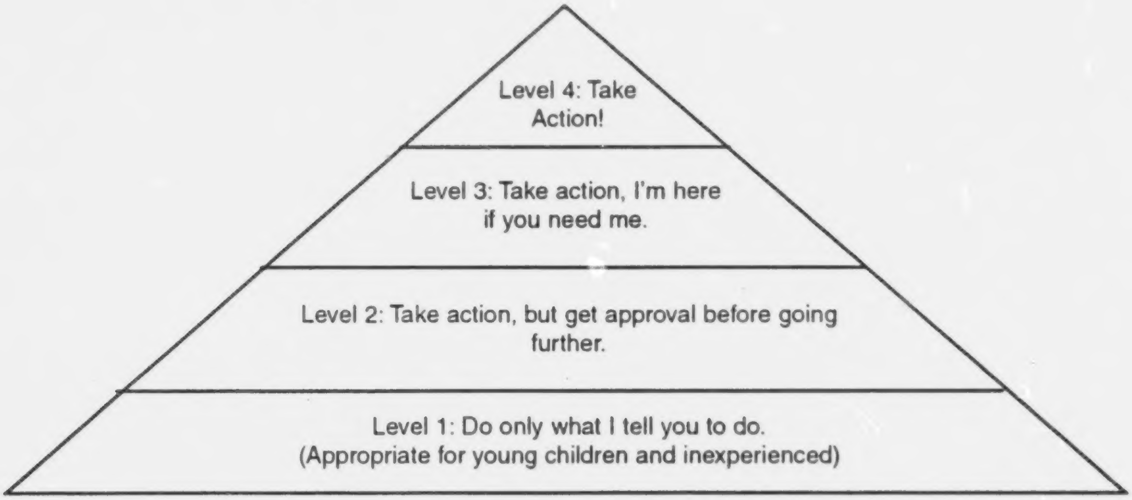
It forms a *team* rather than a household of separatists. **TOGETHER,** our strengths and weaknesses will balance out.

And, besides all this — **THINGS GET DONE !!**

WHAT KINDS OF THINGS SHOULD YOU DELEGATE?

a. Routine and recurring tasks.
b. Time-consuming activities.
c. Basic life skills (Mandatory for high self esteem).
d. Things others do better than you can.
e. Minor decision-making tasks (This is where *wonders* can occur!).

LEVELS OF DELEGATION:


Level 4: Take Action!
Level 3: Take action, I'm here if you need me.
Level 2: Take action, but get approval before going further.
Level 1: Do only what I tell you to do. (Appropriate for young children and inexperienced)

SCANS

Instructional Resources: Time and Energy Management

PRIORITIZATION MATRIX

Description: Purpose: Help students decide which tasks are "A" tasks, "B" tasks and "C" tasks (reference: *How To Get Control of Your Time and Your Life,* **Lakein, Alan**). My source was the audiotape *Delegation* by Dick Lohr, Career Track.

Students are asked to give examples in their own lives of tasks they would classify as urgent/important, etc.

Use this activity in coordination with *First Things First* by Stephen Covey.

See handout: 43a

Contact: Carol Rupe
Shasta College

PRIORITIZATION

URGENT/ IMPORTANT MATRIX

		IMPORTANT	
		HIGH	LOW
URGENT	HIGH		
	LOW		

Tasks that would be:

Urgent/Important:

Non-Urgent/Important:

Urgent/Non-Important:

Non-Urgent/Non-Important:

SCANS

Instructional Resources: Time Management

TIME PLANNING ASSIGNMENT

Description: Seven day long time utilization which includes preplanning time use and evaluation.

See worksheets: 44a and 44b

Contact: Lynn McKinley
Grossmont College

GROSSMONT COLLEGE
FAMILY AND CONSUMER STUDIES 110
LIFE MANAGEMENT
TIME PLANNING ASSIGNMENT

You are to plan our time for one week in advance. Use the sample chart below as a guide to set up your schedule .

Directions:

1. Use time blocks of no less than 15 minutes (section 1), but no longer than 30 minutes.
2. Describe clearly what you intend to do (section 2).
3. Complete sections 3 and 4 daily and do notes for the evaluation.
4. Begin with inflexible items, i.e., what do you have to do today.
5. Next, add discretionary activities, i.e., what should be done and what you want to do.
6. Leave a catch up period each day. Be flexible.
7. Don't be afraid to plan time for doing nothing, or for having fun.
8. Be sure to plan with other people if they are involved.
9. Consider personal likes and dislikes. Split up bad jobs or do at other times of the day.
10. Be realistic in the amount of work that can be accomplished in the time available.

Evaluation:

1. **Do a brief evaluation (a few sentences) at the end of each day.**
2. Attach a complete overall evaluation. Your evaluation should include the following questions. Please **answer each question separately**.
   a. Was the plan workable?
   b. Did it help to accomplish what had to be done as well as less essential but enjoyable activities?
   c. Did you accomplish your important activities for the week? Why, why not?
   d. Were the needs of others met? If not, what changes could be make in future-plans?
   e. If you had difficulty, was it in planning or in carrying out your plan?
   f. How did this assignment help you get better control of your time and your life?
   g. Which of Lakein's ideas can you incorporate into managing your time more effectively?

1	2	3			4
TIME	USE PLANNED	SCHEDULED USE ACCOMPLISHED			UNSCHEDULED USE
		YES	PARTIALLY	NO	
8:00 - 8:30 a.m.	Drive to school	√			
8:30 - 9:00 a.m.	Student Center	√			
9:20 - 10:50 a.m.	Class			√	
11:00 - 11:30 a.m.	Stop in library to check out article		√	√	Went to library early
11:30 - 12:00 a.m.	Return home			√	Stopped at friend's house
12:00 - 12:30 p.m.	Lunch & TV	√			

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DATE: (circle one) M T W Th F S Su ____/____/____

TIME	USE PLANNED	SCHEDULED USE ACCOMPLISHED			UNSCHEDULED USE
		YES	PARTIALLY	NO	

SCANS

Instructional Resources: Time Management

TIME MANAGEMENT EVALUATION SHEET

Description: Using Gantt Time Chart for seven days, students log their time usage. Based on the time sheets, students analyze time use and evaluation.

See worksheets: 45a through 45c

Contact: Lynne Miller
Long Beach City College

Name_______________________

TIME MANAGEMENT EVALUATION SHEET

PERSONAL DATA:

_____ # of units carried this semester

_____ # of hours employed per week

Living arrangements:

_____married
_____unmarried with roommate
_____unmarried head of household
_____unmarried living alone

_____# of children

1. How do your activities balance out?

	HOURS PER DAY							Total Per Week
	M	T	W	TH	F	S	S	
A. Subsistence (sleeping, eating, dressing)								
B. Commuting								
C. School								
D. Work								
E. Shopping, Chores								
F. Free time other than above								

2. Is there a good balance of your time? Can it be improved by applying management techniques?

3. Is your use of time flexible or fixed? Explain.

4. Do you feel pressured? If so, can this be changed?

5. Is there a peak time of day when things are rushed? Peak time of week? Are you successful in handling it?

6. Do you feel fatigue?

   a. A.M.-upon rising? ______ Mid-morning? ______ Noon? ______ Late Afternoon? ______ Evening? ______

   b. What causes it?

   c. Can it be classified as:

      Physical?

      Boredom?

      Frustration?

   d. When is your diurnal rhythm?

7. Do you feel satisfied with your use of time? If not, what changes can be made?

8. What did you learn about time usage from this assignment?

Name____________________________
Day of Week__________________________

GANTT TIME CHART

		Scheduled Use Accomplished?			
TIME	USE PLANNED	YES	PART	NO	UNSCHEDULED USE
6:00-6:30					
6:30-7:00					
7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					
3:00-3:30					
3:30-4:00					
4:00-4:30					
4:30-5:00					
5:00-5:30					
5:30-6:00					
6:00-6:30					
6:30-7:00					
7:00-8:00					
8:00-9:00					
9:00-10:00					
10:00-11:00					
11:00-12:00					

SCANS

Instructional Resources: Time Management

TIME MANAGEMENT ASSIGNMENT

Description: Five-part assignment includes: Part I: Functional Categories, Part II: "Ideal" Life Balance, Part III: Time Log, Part IV: "Actual" Life Balance Wheel, Part V: Action Plan. This is a major project.

See worksheets: 46a through 46k

Contact: Carol Rupe
Shasta College

Life Management 60
Shasta College

TIME MANAGEMENT ASSIGNMENT

Your Time Management Project will consist of 5 parts:

PART I: FUNCTIONAL CODE CATEGORIES (15 points)

This part is intended to visually demonstrate the appropriate use of your time. We will use the 25 goals that you wrote during your goal-setting assignment.

REMEMBER -- the BEST use of your time is to put it into your values (and goals, if written thoughtfully, will be a reflection of your values)

Using your list of "25 goals", divide them into the appropriate *functional categories* as described in your gold handout. You may use the back of your handout to separate your goals, or categorize them on another sheet of paper. It is permissible to "double list" some goals. When you do this, put an asterisk (*) by each of them. If a goal is **not** to be started now, then circle it to designate that it will not be considered part of the allocated time in this assignment.

The resultant list demonstrates visually which category deserves the greatest proportion of your time and also which category deserves the least amount.

PART II: "IDEAL" LIFE BALANCE WHEEL (15 points)

This represents how **you believe your time should be spent.**

Use Part I's list as one guide (there will be other considerations that you might want to explain) and divide your time into appropriate allocations for each category. Chart them on the green "Ideal"" Life Balance Wheel. Write the category title on each section. It is also a good idea to color code each category (eg. Blue= Sleep Time). Start with "sleep time". How much sleep do you need each day to function **well** over the long term? Color in that many segments (the Life Balance Wheel is divided into 24 segments, each representing one hour).

Next, estimate how many minutes/hours you need to take care of yourself **physically** each day. Be realistic, this is **an average**. Some days will require a bit more, some a bit less. No one gets a haircut everyday, or goes food shopping everyday, or possibly even exercises every day. What are your goals in this category? Just give yourself a realistic amount of time each day (think of an average for a week) and mark this amount on the wheel in another color. To give you an idea, two hours each day, on the average, is pretty realistic when you consider all the tasks that would be in this category.

Next, how much time do you need each day, **on the average**, for **Personal-General** activities? Mark it on the wheel in another color.

A WORD OF CAUTION: Do not try and think of the wheel as a "clock".

PART III: TIME LOG (30 points)

Keep track of your time for 7 days on your Time Log Chart. You will have at least two weeks to do this, but for it to be the most representative, try to log 5 week days **that are the most typical** and 2 weekend days. Do not try to chart all your activities at the end of the day. In order to make this realistic, you must chart 4 letters (representing the functional codes) at the end of each hour and/or activity, so carry this along with you. Use the letters to represent **what you got out of this time**, rather than what "should" have occurred. For example, if you "daydreamed" for half of your one-hour History class, then give 2 "G" letters (15 minutes each) and 2 "W" letters.

PART IV: "ACTUAL" LIFE BALANCE WHEEL (15 points)

Using the figures from your Time Log, and the directions given on the back page of it, chart your "actual" time usage on the pink wheel. Start with sleep, just as you did on the "Ideal" wheel. Use the same colors to code the categories and the same sequence you did for the "Ideal" wheel. It might be a good idea to write in the average # of hours spent in each category.

PART V: ACTION PLAN (25 points)

Now, compare your "Ideal" estimation of your appropriate time usage and the "Actual" time you spent in each category. The easiest way to clearly represent this is by the use of a chart:

EXAMPLE:

Category	"Ideal"	"Actual"	Difference
Sleep	7 hours	8.5 hours	+1.5 hrs
Personal Physical	2 hours	1.5 hours	- .5 hrs
Personal General	2 hours	2 hours	no difference

ETC. ETC. ETC.

Plot out a **specific action plan** for changing your time use patterns where you believe they could be improved. If you decide to give up some time in any category, then how will you **compensate** for that time loss there? If you add some time to a category, how **specifically** will you use this time?

EXAMPLE:

In order to increase my Personal Physical time I will deliberately park far away from the Shopping Mall entrances and briskly walk to and from them. I will also spend at least 1 hour per week planning nutritious meals and another 15 minutes each day fixing fruits/vegetables to eat instead of junk food.

To compensate for this increase in Personal Physical time I will give up 15 minutes/day in Other-Directed time by purchasing an answering machine and therefore **choose** who/when I will talk to others requesting my time. I will also schedule my study time (W time) for my "prime times" and therefore increase efficiency and cut down approximately 15 minutes per day in that category.

Finally, chart a "Revised Plan" of how much time you believe will be appropriately spent in each category.

THIS ASSIGNMENT MUST BE TYPED OR HAND PRINTED NEATLY. A "PROFESSIONAL PRESENTATION" IS EXPECTED. YOUR GRADE WILL REFLECT THE EFFORT IN THIS AREA. THIS ASSIGNMENT WILL BE DUE ______________________________________. LATE PAPERS WILL BE GRADED DOWN 10% PER CLASS PERIOD.

TIME MANAGEMENT: EXPLANATION OF "FUNCTION CODE"CATEGORIES

1. Personal - Physical:

Anything you do to maintain your health and your body and to make you feel good physically.

eg.
- good nutrition/eating
- exercising
- personal care/grooming
- cooking for good nutrition
- going to the doctor
- getting a haircut
- shopping for clothes

2. Personal - General:

Anything you do to help you feel good mentally, emotionally spiritually or to improve your mind.

eg.
- self development classes
- listening to, or playing music
- vacations
- reading
- hobbies
- lying on the beach
- meditation

3. Family/Relationships:

Time you spend with those you love, or for whom you have a special feeling.

eg.
- husband/wife/mate
- children
- parents
- closest friends
- closest relatives
- brothers/sisters

4. Home/Duty (Nesting):

Whatever you do to maintain your home and your lifestyle. (You can like or dislike this)

eg.
- shopping
- cooking
- dishes
- gardening
- painting
- cleaning

5. Work/School/Professional/Financial:

Everything you do that contributes (or will contribute) to making a living and financial security (bringing in the money)

eg.
- work time
- work-related time (commuting)
- classes (required or that will improve your position
- study time
- investing
- entertaining business clients

NAME: ______________________________

6. Other-Directed:

Time you give to other people in your life (not in Family/close friends category), acquaintances, club activities, church, political groups, charities, etc.

eg. social encounters/events (not in category 3 or 5)
volunteer work
fund raisers
helping other people (not in category 3 or 5)

7. Sleep

****

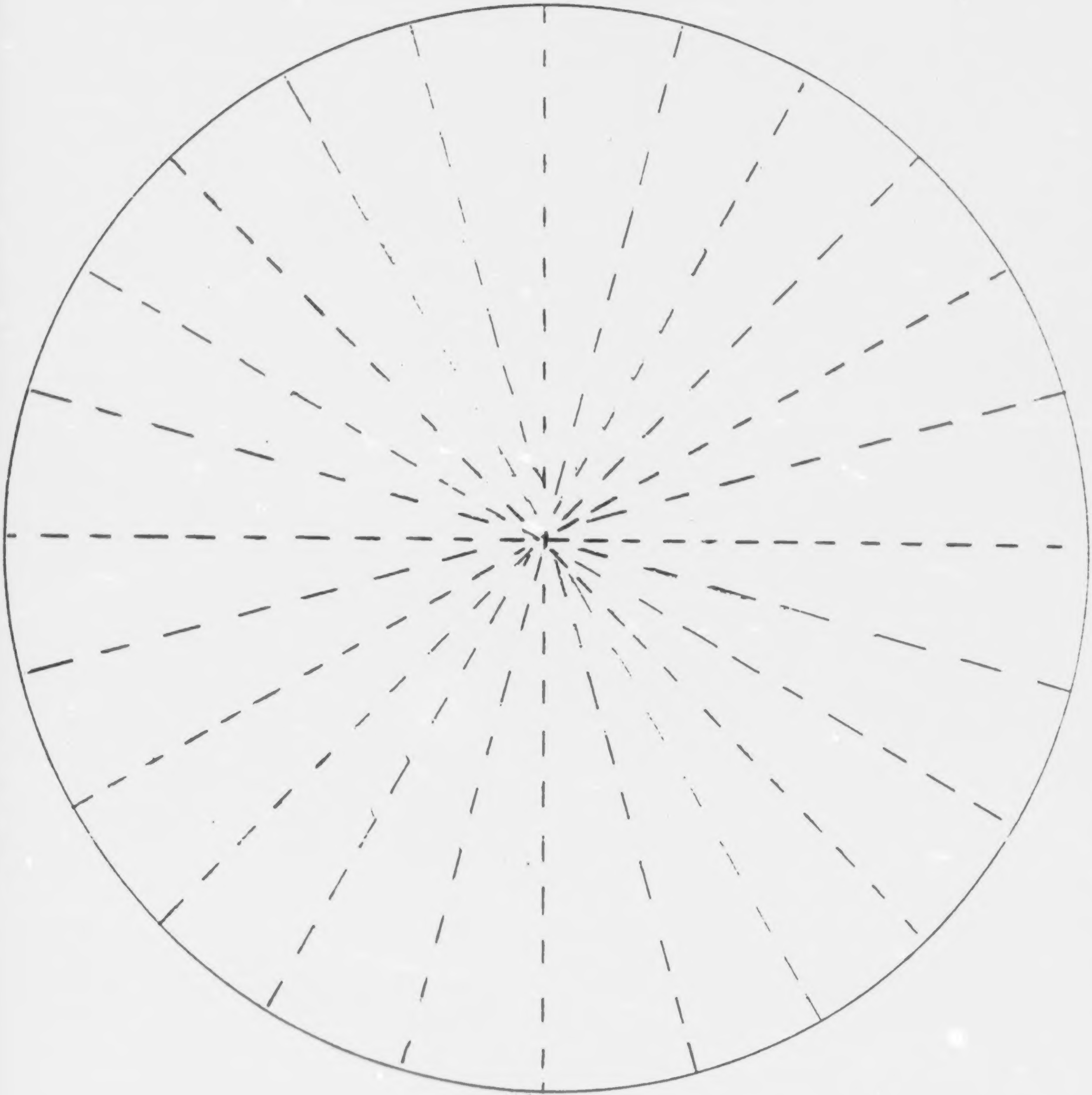
CATEGORIZE YOUR 25 GOALS:

Personal-Physical	Personal-General	Family	Home	Work/School	Other-Directed

NAME ______________________________

LIFE BALANCE WHEEL

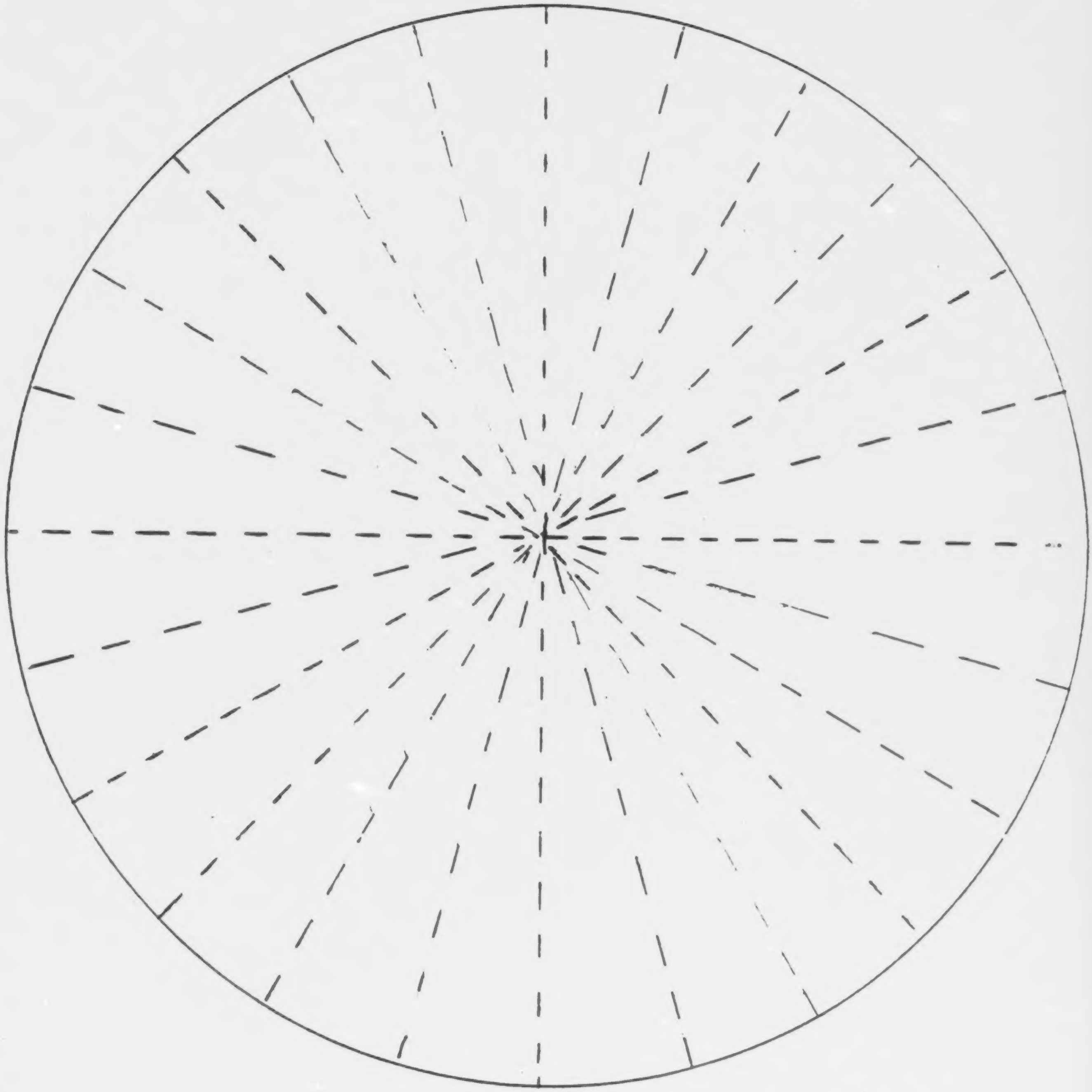
"IDEAL"



NAME ____________________

LIFE BALANCE WHEEL

"ACTUAL"



NAME ______________________________

TIME MANAGEMENT ASSIGNMENT: LOG

Function Code:	P-Personal Physical	
	G-Personal General	H-Home (Nesting)
	F-Family/Relationships	O-Other-Directed
	W-Work (Professional, Financial)	S-Sleep

TIME	DATES													
6:00 - 6:15 A.M.														
6:15 - 6:30														
6:30 - 6:45														
6:45 - 7:00														
7:00 - 7:15														
7:15 - 7:30														
7:30 - 7:45														
7:45 - 8:00														
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11:00 - 11:15														
11:15 - 11:30														
11:30 - 11:45														
11:45 - 12:00 NOON														
12:00 - 12:15														
12:15 - 12:30														
12:30 - 12:45														
12:45 - 1:00														

Function Code:
P-Personal Physical
G-Personal General
F-Family/Relationships
W-Work (Professional, Financial)
H-Home (Nesting)
O-Other Directed
S-Sleep

TIME	DATES						
1:00 - 1:15							
1:15 - 1:30							
1:30 - 1:45							
1:45 - 2:00							
2:00 - 2:15							
2:15 - 2:30							
2:30 - 2:45							
2:45 - 3:00							
3:00 - 3:15							
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7:30 - 7:45							
7:45 - 8:00							
8:00 - 8:15							
8:15 - 8:30							
8:30 - 8:45							

Function Code: P-Personal Physical
G-Personal General
F-Family/Relationships
W-Work (Professional, Financial)
H-Home (Nesting)
O-Other Directed
S-Sleep

TIME	DATES													
9:00 - 9:15														
9:15 - 9:30														
9:30 - 9:45														
9:45 - 10:00														
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11:00 - 11:15														
11:15 - 11:30														
11:30 - 11:45														
11:45 - 12:00Midnight														
12:00 - 12:15														
12:15 - 12:30														
12:30 - 12:45														
12:45 - 1:00														
1:00 - 1:15														
1:15 - 1:30														
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3:30 - 3:45														
3:45 - 4:00														
4:00 - 4:15														
4:15 - 4:30														

Function Code: P-Personal Physical
G-Personal General
F-Family/Relationships
W-Work (Professional, Financial)
H-Home (Nesting)
O-Other Directed
S-Sleep

TIME	DATES						
4:30 - 4:45							
4:45 - 5:00							
5:00 - 5:15							
5:15 - 5:30							
5:30 - 5:45							
5:45 - 6:00 A.M.							

HOW TO DETERMINE YOUR "ACTUAL" TIME SPENT ON EACH CODE:

1. Count the number of times each letter is recorded.

eg. "G" has been listed 56 times on the four pages.

This is your total time spent in this category for the week.

2. Divide by 4 to get the number of hours spent in this category. (Remember each square is 15 minutes or ¼ hour)

eg. $\frac{56}{4}$ = 14 hours

3. Divide this result by 7 to get the average amount of time spent each day.

eg. $\frac{14}{7}$ = 2 hours each day

SCANS

Instructional Resources: Managing Environmental Resources

HOME ENERGY AND BUDGETING QUESTIONNAIRE

Description: Survey to raise awareness of energy and physical resource conservation. Adapted from Pacific Gas and Electric Company materials.

For students who perceive themselves as *environmentally correct*, this survey is a telling experience.

See worksheets: 47a and 47b, Home Energy and Budgeting Conservation Questionnaire.

Contact: Mary Nelson
Monterey Peninsula College

Home Energy and Budgeting Conservation Questionnaire

Directions: Read each statement carefully and consider your conservation practices. Write the letter which best describes your practices in the blank.

A. No opportunity to do it
B. Never do it but have the opportunity
C. Sometimes
D. Often
E. Always

_____ 1. When possible, I bicycle or walk instead of using the car.

_____ 2. I turn off the televeision, radio, or stereo when not in use.

_____ 3. I air-dry my hair instead of using an electric dryer.

_____ 4. I use recreational facilities close to home.

_____ 5. To keep warm during cold weather, I wear several layers of clothing.

_____ 6. I select foods that require little or no cooking.

_____ 7. I pull draperies or shades to keep out the cold.

_____ 8. I plan with my family so we use the car less.

_____ 9. I turn down the furnace thermostat in the winter.

_____10. I drive at a steady speed.

_____11. I select garment fiber content, such as cotton, wool or polyester according to the temperature or weather.

_____12. I choose leisure activities such as hiking, camping and picnicking that do not require gas or electricity.

_____13. I dry clothes on lines, racks, or hangers instead of using the clothes dryer.

_____14. I do simple home repairs such applying caulking or weather-stripping , and repair leaky faucets.

______15. I use major appliances such as the dishwasher, oven, and dryer at night or in the early morning.

______16. I step on the accelerator smoothly and slowly when driving.

______17. I run water continuously when washing my hand or face, brushing my teeth, or shaving.

______18. I turn out the lights when leaving a room.

______19. I wash single items of clothing by hand instead of using the washing machine.

______20. I use mass transportation such as the bus, whenever possible.

______21. I preheat the oven only when necessary.

______22. When using the washing machine, I use cold water for washing and rinsing.

______23. I turn off electric appliances such as dryers, curlers and shavers when not in use.

______24. I recycle glass, aluminum and newspaper on a regular basis.

All items marked A, D, and E count one point except question number 17. All items marked B and C do not count any points. Item 17 is worth one point if you marked A, B, or C only. Total your score and see where you fall on the scale:

24-22 points: Good job! Keep leading us, serve as your own inspiration.

21-19 points: You are getting close. Keep up the good work. Take a look at what you are doing and start to make some changes.

18-16 points: You know you can do better. Why not begin to make the needed changes?

15-0 points: You have a way to go. Ask yourself how you can adapt conservation practices to your life.

SCANS

Life Management Instructional Resources

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An Intimate Portrait: Americans And Their Money. Annual editions 3rd, 1995 from Worth, June 1994 pp. 60-69, 71-72. Survey of Americans identifying American's money personalities, based on emotional connections to financial issues. Includes quiz to identify money personalities. I use the quiz first - then after they take quiz, group them by personality read the article and report by personality to the class on their money personalities for discussion.

Attitudes, Behavior and Human Potential. FORUM Magazine, J.C. Penny Co. Inc., Spring/Summer 1973

Bits & Pieces. The Economics Press, Inc., 12 Daniel Rd. Fairfield, New Jersey, 07004

Bottom Line. Bottom Line Personal, Subscription Service Center, P.O. Box 50379, Boulder CO 80323-0377, 1 year - 24 issues $39. This publication covers many Life Management issues. Articles often give examples and are referenced. Many useful pieces of information

FDIC Consumer News. Federal Deposit Insurance Corporation, Washington, D.C. 20429-9990

Hope Health Letter. The Hope Heart Institute, International Health Awareness Center, Inc., 350 East Michigan Avenue, Suite 301, Kalamazoo, MI 49007-3851

International HRD Quarterly. Organization Design & Development Company, 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406

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Sources for Publications/Information

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Communication Briefings, 700 Black Horse Pike, Suite 110, Blackwood, NJ 08012

ETC Excellence in Training Corp., 8364 Hickman Road, Des Moines, Iowa 50322

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Software:

Values Game, Part Of SIGI+. Most college Career Centers have SIGI+ available to students. Updated annually. A component of a career guidance software package, the Values Game challenges the student to choose among values, sorting and selecting on a successively narrow range of values. The experience is instructive, enlightening and sometimes disturbing.

Values Quest Software. Franklin Quest Co., 2550 South Decker Lane Blvd., Salt Lake City, UT 84119, Approx. cost $39.95, catalog of other offerings call 800-986-1776. Software program for IBM or Macintosh. Requires 2 megs of RAM and 2 megs of hard drive space. Includes exercises for creating a "productivity pyramid," goals, affirmation statement.

Audio Visuals:

A World of Gestures: Culture and Nonverbal Communication. University of California, Berkeley, Media Extension, 1991

Adapting To Stress. Hope Health Publications, 350 East Michigan Avenue, Suite 301, Kalamazoo, MI 49007-3851, 616-343-0770. Video costing about $60. 15 minute practical and fun to watch video on stress management.

Chicken Soup For The Soul - Live. CareerTrack, 3085 Center Green Dr., Boulder, CO 80301-5408. Use short segments (about 5 minutes) to inspire, to promote "pondering," to give examples. I would not show the entire video at once. Just use the relevant sections at different times.

Child Management. United Loaning, Niles Ill, 1987

Choosing Your Own Greatness. **Dyer, Wayne W.**

Decision Making. Creative Education Video

Decisions, Decisions: What's A Teenager To Do?. Cambridge Career Products, P.O. Box 2153, Charleston, WV 25328, 800-468-4227. Three minute video addresses common decisions made by (older) teenagers. Uses six step decision making process emphasizing taking responsibility for our choices and evaluating results.

Empires of the Mind. **Waitley, Denis.** Nightingale-Conant

Get A Job. HF 5549.5.161, G47X. Check college library VHS tape. Cartoon about job search, resumé planning, music is oldies but goodies, fast paced fun. Needs to have follow-up discussion.

Getting Things Done. **Bliss, Ed.** CareerTrack, 3085 Center Green Dr., Boulder, CO 80301-5408

Goals: Setting And Achieving Them On Schedule. **Ziglar, Zig .** Nightingale Conant Corporation (1-800-323-5552) ISBN 1-555-25-11 1-0

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How To Speak Up, Set Limits and Say No. **Arapakis, Maria.** CareerTrack, 3085 Center Green Dr., Boulder, CO 80301-5408

Interviews Making the Cut. Creative Education Video, Lubbock, Texas

Is There Life After Housework?. Writers Digest, 9933 Alliance Road, Cincinatti, OH 45242. Humorous videotape - Don Aslett discusses how to "de-junk" your house and how to clean your home using different supplies, tools, equipment. Practical methods to use. Interesting and informative 90 minute tape.

Life Balance For Women. **Epstein, Bee.** CareerTrack, 3085 Center Green Dr., Boulder, CO 80301-5408

Make Up Your Mind. Learning Seed, 330 Telser Road, Lake Zurich, IL 60047. Fairly new 25 minute video made in 1992 discusses decision making not the perfect video but does contain some helpful hints.

Maslow's Hierarchy Of Needs. Salenger Press. A video tape applying Maslow's *Hierarchy of Needs* to the workplace.

Over Their Heads. 48 Hours CBS

Please Understand Me: Character & Temperament Types. **Keirsey and Bates, Marilyn.** Free

Self Esteem and Peak Performance. **Canfield, Jack.** CareerTrack, 3085 Center Green Dr., Boulder, CO 80301-5408

Stress: Keeping Your Cool. Films for the Humanities and Sciences, P.O. Box 2053, Princeton, N.J. 08543-2053, 800-257-5126, $89.95 plus tax and shipping = $102.87.

This 20 minute video program looks at the impact that stress has on our society and describes positive and negative stress, stress control and ways to simplify a hectic lifestyle. Experts identify what causes stress, why women are experiencing such high levels of stress in their lives and how teenagers are particularly prone to stress. The program explores the relationship between stress levels and health and the growing recognition in medical circles that physical ailments are often linked, if not caused, by mental and emotional stress and anxieties. Positive Factors: Age, diversity. Timely issues such as: buying out/making life style changes, coping with stressors such as traffic and job pressures, teenage stress factors different from past generation. Can show in segments. **Negative Concerns:** May be too long for some class situations. Some students may not identify with all the scenarios presented. Depends on maturity of students. Slow paced.

Stress Management for Professionals. **Mellott, Roger.** CareerTrack, 3085 Center Green Dr., Boulder, CO 80301-5408

Successful Self Management. Crisp publications, Inc., 95 First Street, Los Altos, CA 94022, 1987. Previews available. Also rental 45 minute video tape with accompanying book - audio tape included. Video Tape: *A Psychologically Sound Approach To Personal Effectiveness Teaching* kit.

Includes workbook and cassette tape. Narrator with short role plays, self assessments. Discusses perspective, purpose, personality, planning, productivity includes values, time management, assertiveness, balances. Best used in segments with workbook or worksheets very interactive.

The Awakened Life. **Dyer, Wayne W.**

The Psychology of Winning in Action. **Waitley, Denis.**

Why Didn't I Think Of That?. Learning Seed, 1990

Working Smarter: How To Get More Done In Less Time. **LeBoeuf, Michael.** CareerTrack, 3085 Center Green Dr., Boulder, CO 80301-5408

GUEST SPEAKERS AND FIELD TRIPS

Individual colleges have developed a cadre of professionals who are willing to serve as a resource for the Life Management course and enrich student experiences. Such individuals may be a part of the college staff or from business and industry, government agencies or community organizations. Advisory committee members are an excellent resource for identifying local contacts. The *California Community College Family and Consumer Sciences Program Plan, 1996* includes a list of professional and trade organizations on page 110 which are specifically related to Life Management. A *Directory of Professional and Trade Organizations* was distributed as a companion publication with the Program Plan and is an additional source.

Suggestions from retreat participants are listed below.

GUEST SPEAKERS OR TOPICS

- College:
  - Career Counselor
  - Job Placement Officer
  - College/School Nurse
  - Assessment Center/Myers Briggs
  - Emeriti Faculty
- Community:
  - Consumer Credit Counseling Services
  - Financial Planner
  - Banks, Savings and Loans, Lending Institutions
  - Consumer Fraud Investigators
- "Obstacles" Role Models
- Former Students
- Community Volunteerism Recruiter/Role Models
- Escrow Officer, Home Loan Counselor
- Janitorial Service/Supply
- Home Based Worker/Entrepreneur Panel
- Consumer Protection Agency
- Insurance Agent/Adjuster
- Stock Broker/Investment Counselor
- Consumer Affairs Manager/Correspondent

FIELD TRIPS

- College:
  - Career Center
  - Library
  - Health Center
  - Wellness Center
- Community:
  - Related Businesses /Industries
  - Health Club
  - Hospitality for Wellness
- Evaluation
- Community Agencies/Organizations to Assess Volunteerism
- Consumer Credit Counseling Service
- Professional/Trade Organizations
- Career/Job Faires/Expos

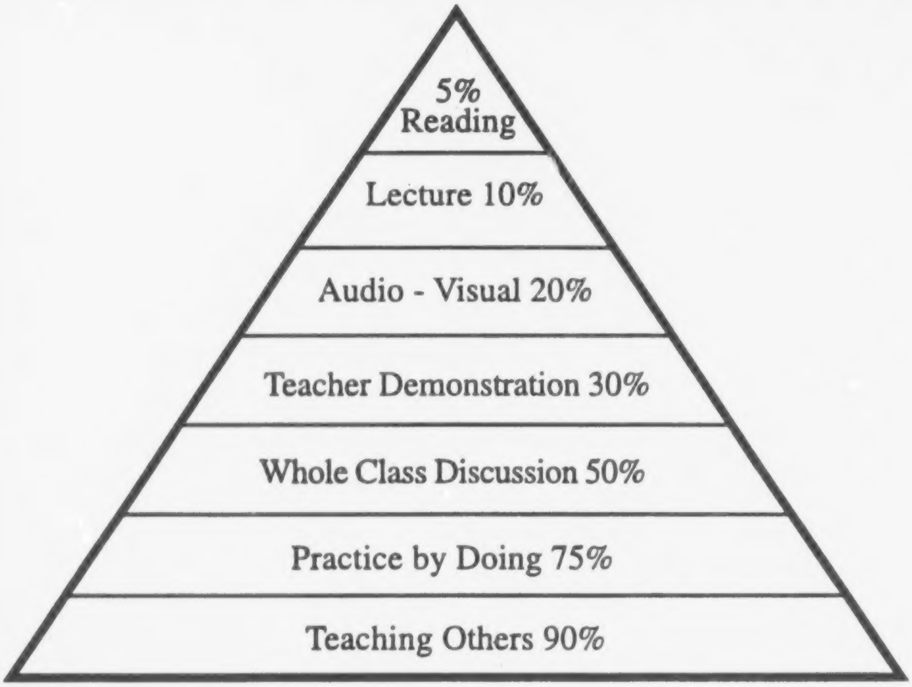
SCANS

Part II: Teaching Strategies

Introduction 57

Teaching Strategies 59

How We Teach / How We Learn



based on the work of William Glasser

SCANS

PART II TEACHING STRATEGIES

INTRODUCTION

The discipline of Life Management is one that fits very nicely into the concept of SCANS. The Secretary's Commission on Achieving Necessary Skills identified five competencies and three foundation skills necessary for the world of work and to lead a productive life. Many of the skills are part of the Life Management curriculum: allocation of resources such as time and money, interpersonal skills, understanding systems and improved thinking skills through wise decision making.

SCANS reforms require us to change **how** we teach, not **what** we teach. Emphasis on the lecture mode of instruction no longer helps students develop as active learners - a skill they will need throughout life. The diagram on the facing page is based on the works of William Glasser. It demonstrates the effectiveness of more active learning styles.

What are some of the characteristics of active learning? According to James Eison of the University of South Florida and Charles Bonwell of Southeast Missouri State University some of the major characteristics of active learning include:

1. Students are involved in more than passive listening.
2. Students are engaged in activities e.g. reading, discussing, writing.
3. There is less emphasis placed on information transmission and greater emphasis placed on developing students skills.
4. There is greater emphasis placed on the exploration of attitudes and values.
5. Student motivation is increased especially for adult learners.
6. Students can receive immediate feedback from their instructor.
7. Students are involved in higher order thinking analysis, synthesis, evaluation.

The teaching strategies which follow may be incorporated in Life Management classes as well as other disciplines. A common theme of the discussions at the Life Management Retreat was the need for students to be active participants in the learning process and take responsibility for their learning.

Each strategy includes identification of the SCANS Competencies and Foundation Skills which are applicable. A brief description of the activity is also included. Some of the strategies also have more detailed explanations or worksheets as well. For your convenience, the name and college of the professional who shared the strategy is listed. Contact information for retreat participants is shown on page four of this publication. The *Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators* included with the *California Community College Family and Consumer Sciences Program Plan, 1996* provides more detailed information about the location of Life Management programs/courses.

You are also encouraged to review the SCANS section of the *Program Plan* to gain greater familiarity with the competencies and foundations skills and as a resource for additional teaching strategies.

SCANS

Teaching Strategies

Activity: USING THE INTERNET TO SEEK NEW INFORMATION

SCANS Competency Area(s):
☐ Resources ☐ Information ☒ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☐ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Select one or more topics and have students use the Internet to locate information. Have students write a summary of what they have found.

Indicators of Student Behavioral Change:

Contact: Bonnie Rader, CSU Long Beach

Activity: FOUND WALLET - ICE BREAKER

SCANS Competency Area(s):
☐ Resources ☒ Information ☐ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: An ice breaker for first day. Students find a wallet on campus. Wallet contains $300. Individual is alone when they find wallet. Will they return it? How will they return it? Real world? Change scenario to include variables: address from rich and poor areas, pictures of kids, credit cards, cash only, with a friend, etc.

Indicators of Student Behavioral Change: Students begin to think, reflect on values, hear other opinions and ideas etc.

Contact: Janet Leuty, Chaffey College, Riverside Community College

Activity: **IDENTIFY STUDENT AND INSTRUCTOR ROLES AND RESPONSIBILITIES**

SCANS Competency Area(s):
☐ Resources ☐ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☐ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: During first class meeting or first week, students brainstorm and discuss desired roles and responsibilities for students and the instructor. Each group shares its consensus with the class to be put on an overhead transparency or board. The entire class then discusses the "results."

Indicators of Student Behavioral Change: Students begin the semester with a clearer concept of everyone's roles and responsibilities and the class as a shared learning environment. Students also identify factors that can lead to a "successful" class experience.

Contact: Barbara Gershman, Saddleback College

Activity: **LATE COUPON**

SCANS Competency Area(s):
☒ Resources ☐ Information ☐ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☐ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: In the beginning of the semester each student is given a "late coupon" to allow them to turn-in an assignment late. Teacher announces no late assignments will be accepted without a coupon. Students have the option to use coupon for assignment of their choice. Helps them to mange time and a resource (coupon). The coupon maybe "saved" and used for extra credit at the end of the semester, learning that resources may be used in different ways. I print coupons with student name using a certificate maker program on template and reduce in size to print.

Indicators of Student Behavioral Change: Student doesn't ask to turn in assignments late - no excuses. They value or prize the coupon.

Contact: Carolin Caverly, CSU Long Beach, Orange Coast College

Activity: **LIFESAVERS**

SCANS Competency Area(s):
☒ Resources ☐ Information ☐ Technology
☐ Interpersonal Skills ☐ Systems ☒ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☐ Personal Qualities
☐ Thinking Skills ☒ No SCANS Foundation Skills Identified

Description: Each student receives a roll of LIFESAVERS the first day of class. They are to write all the ways they see that LIFESAVERS are like life. Each shares a different idea as we go around the room. Examples: multicolors together, round—life is a continuum, hole in center - life's downers, flavors - sweetness, packaging. Good ice breaker

Indicators of Student Behavioral Change:

Contact: Mary Nelson, Monterey Peninsula College

Activity: **WARM-UP ACTIVITY**

SCANS Competency Area(s):
☐ Resources ☐ Information ☐ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☐ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: On the first day of class and occasionally during the semester students each share an adjective which describes how they feel on that day. You can ask class to have an adjective beginning with the first letter of their name. Repeat again later in the semester. This is a quick, useful and fun activity.

Indicators of Student Behavioral Change: The exercise is used to get 100% involvement in the class discussion. Doing this on the first day, will often encourage them and make an effort to sit close to the front of the classroom. The exercise is useful in discovering attitudes and how these affect your day and your life.

Contact: Pat Mogan, Orange Coast College

Activity: ROLL CALL

SCANS Competency Area(s):
☐ Resources ☐ Information ☐ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☐ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: A question each student, or subset of students if you have a large class, answers at the beginning of class. Begin with non-threatening questions (birth place, etc.) and progress to value based, ethics etc.

Indicators of Student Behavioral Change: Feelings of comfort with the rest of class. Students who answer with similar answers make friends.

Contact: Mary Nelson, Monterey Peninsula College

Activity: BUILDING BRIDGES

SCANS Competency Area(s):
☒ Resources ☐ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☐ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Groups are provided with newspapers (a lot) and masking tape. The group must build a bridge capable of: 1. holding four bricks and 2. high enough for a small box to go under the bridge. Must spend 10 minutes planning before using the materials. Then the group builds the bridge and tests. Last, they discuss the group process and *feelings*.

Indicators of Student Behavioral Change: Students who have always worked independently struggle to blend with the group. Stretches their imaginations.

Contact: Mary Nelson, Monterey Peninsula College

Activity: EGG DROP

SCANS Competency Area(s):
☒ Resources ☐ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☐ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Before this class session activity is done, tell students to bring junk they no longer want to class the day of the activity. Students are provided with raw eggs. Students are divided into groups and are instructed to make something from the junk that will be used so the instructor can drop the egg while standing on a chair and it won't break. Each group must draw up a plan for what they are building and present it to the instructor. This must be done before they can get their junk to use. If someone else already took materials they included in the plan, the group must replan the structure. The egg structure must be made so the instructor can see the egg before it is dropped (at least some of the egg must be visible.) If a group's egg breaks, they must clean it up. After activity is completed they can then give the instructor the steps required to solve the problem, ie. identify the problem, brain storming, etc.

Indicators of Student Behavioral Change: Students love project - want to do it again. Good group activity to get them involved in working together.

Contact: Kay Sims, Yuba College

Activity: GAME - DIVERSITY

SCANS Competency Area(s):
☐ Resources ☒ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☐ Personal Qualities
☐ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description:
Brain Works
Center for Whole-brain Thinking
Route 7 Box 148
Hendersonville, NC 28739
(704) 891-2501 or (800) 697-4541 $79.00

Playing Diversity will give students an indication of their thinking style preferences and will make them aware of the differences in thinking styles. Understanding the different thinking styles in a group will enhance productivity. It fits nicely with the material in chapter four of *Reaching Your Potential*, Robert K. Throop.

blue = Logicians, green = Procedurists, red = Communicators, yellow = Experimenters

This can be used to assemble teams for other activities. Excellent activities for students to get to know each other.

SCANS Competency: Interpersonal Skills
participate as a Member of a Team
recognize and build on individual strengths
encourage each other by listening and responding appropriately to contributions.
To introduce the SCANS competencies Ask students:
How do you think school and work are alike?
How do you think school and work are different?
What skills do employers want from employees?

List the ideas on an overhead transparency to use for discussion of SCANS competencies. Students come up with interesting concepts of differences and similarities.

Indicators of Student Behavioral Change: Student interaction, discussion about differences.

Contact: Carolin Caverly, CSU Long Beach, Orange Coast College

Activity: **MOTIVATIONAL " VISUALS" THAT STUDENTS CONTRIBUTE TO THE CLASS**

SCANS Competency Area(s):
☐ Resources ☐ Information ☐ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Students are asked to bring in one "visual" that is significant to them and inspirational in terms of behavior change (written "sayings," cartoons, bumper stickers, posters, etc.). They may bring them in at any time during the semester.

Indicators of Student Behavioral Change: Students must present (explain) the personal significance of the visual and how it is motivational to them. Any student that wants a copy of this visual can request it. If students do not wish to orally present, they have the option to submit a written presentation/explanation.

Contact: Carol Rupe, Shasta College

Activity: **LEGO GROUP BUILDING ACTIVITY**

SCANS Competency Area(s):
☐ Resources ☒ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☐ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: See worksheet: 65a

Indicators of Student Behavioral Change:

Contact: Carolin Caverly, CSU Long Beach, Orange Coast College

Lego ® Group Building Activity

Activity to demonstrate team/group dynamics.

Split the large group into smaller groups. Each group gets a complete set of lego's that build an object. Each group gets the same set, for e.g., a boat. There is a sample already built and set-up at the front of the room for the groups to examine.

Rules: These are the only rules

1. Only one person from each group can get-up at a time to examine sample.
2. You cannot touch the example or manipulate it in any way.

Assumptions the groups often make

- This is timed activity.
- This is a competition (groups become secretive with information).
- You cannot help each other.
- You cannot ask for the instructions. (The facilitator has them in their pocket).
- Automatically set parameters for themselves, limiting their performance.

Questions to ask groups

- Did groups make a plan?
- Did you delegate duties?
- Did you set a goal? If so was everyone aware of the goal?
- Did you work as a team?
- Were there strong leaders in your group?
- Were there people who didn't participate?
- Was everyone involved?
- Did some people take over and exclude others?

Listen to the groups during the activity and write down some of the comments made by the groups. Repeat them back to them during the explanation. Everyone will have a good laugh and realize how they interacted while in the group.

Key Points for discussion:

- There are different styles of leadership.
- Strong team members can be a leader and a follower.
- Every style of leadership and each personality is important for the group to successfully work together.
- There is no right or wrong way to do things.
- Everything is not black and white.
- There are many different ways to reach a goal.
- Be creative.
- Work together.
- Sometimes we think we are responsible for knowing and don't ask for help.
- If you make a mistake, it is O.K.
- Everyone responds differently to mistakes.
- Some may be embarrassed, or withdraw from the group if they think everyone saw or is aware of their mistake.
- It is important to know how others react, to deal with these situations.
- Each group dynamic is different.
- This demonstrates how quickly groups come together and how quickly they can fall apart.

Adapted by Carolin Caverly with thanks to Leann Etriem

Activity: SAND, PEBBLES, ROCKS

SCANS Competency Area(s):
☒ Resources ☐ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: A set induction to demonstrate attention to "A" priority (important items). Need a container, sand, pebbles, rocks. Students try to fit everything in container. All will fit in container if rocks go in first. Alternate: Marbles, ping-pong balls and tennis balls - 3 sized balls - can also be used. Can do this as a demo or with small groups.

Indicators of Student Behavioral Change:

Contact: Mary Nelson, Monterey Peninsula College

Activity: JIG SAW READING PART I

SCANS Competency Area(s):
☐ Resources ☐ Information ☐ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Select an article and divide it into four parts. Give to group of four and have each person read a different part. Group then shares what they have read with the entire class. They may share just verbally, on a transparency or large sheet of paper. Each group has a different article. Teacher assists class in summarizing the learning. All students are actively involved.

Indicators of Student Behavioral Change: Quality of student presentation (each group). All students are actively involved.

Contact: Bonnie Rader, CSU Long Beach

Activity: JIG SAW READING PART I I

SCANS Competency Area(s):
☐ Resources ☒ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☐ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Give out four to six (depending on size of class) different magazine articles on a relevant topic. As homework, students will read the article and identify three to five major points. **Break students into groups by articles.** Have students compare their three to five main points with those of the other group members; synthesize the main points and present to the entire class by writing main points on a transparency. Takes more time but a very effective learning mode.

Indicators of Student Behavioral Change:

Contact: Lynne Miller, Long Beach City College

Activity: JIG SAW READING PART I I I

SCANS Competency Area(s):
☐ Resources ☒ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☒ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☐ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Give out four to six (depending on size of class) different magazine articles on a relevant topic. As homework, students will read the article and identify the three to five major points. **Break students into groups with each student in the group having a different article.** Have students share their three to five points; synthesize the three to five main points from all of the articles and present to the entire class by writing main points on a transparency. Time consuming but very effective.

Indicators of Student Behavioral Change:

Contact: Lynne Miller , Long Beach City College

Activity: **JIG SAW COOPERATIVE LEARNING STRATEGY READING TEXT AND RESOURCE MATERIALS**

SCANS Competency Area(s):
☒ Resources ☒ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Assign students to group of four with different assignments. Assign chapters/topic, e.g. all #1's read and analyze, then outline major concepts in the assigned reading each #1 would then have an outline and an example to use in teaching his/her reading outline. All students reconvened into groups made up of a #1, #2, #3 and #4. The #1 teaches his/her concept to the group. Then the group (1,2,3,4) summarizes all readings and prepares/synthesizes outline for sharing with the class. Teacher picks one group (different each time) to outline their points on the board. Other groups add any insights they discovered and wish to add to the class outline. All students are responsible for all reading and must apply information in take home midterms and group projects.

Indicators of Student Behavioral Change:

Contact: Ruby Trow, California State Polytechnic University, Pomona

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Activity: **BLOOM'S TAXONOMY AND MASLOW, GOLDILOCKS AND THE THREE BEARS**

SCANS Competency Area(s):
☐ Resources ☒ Information ☐ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☐ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Practical activity for teaching levels of learning Blooms Taxonomy.

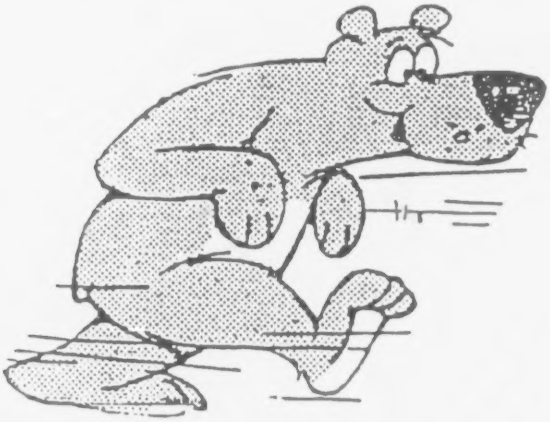
See descriptions: 68a and 68b

Indicators of Student Behavioral Change: Greater appreciation and understanding of SCANS, cooperative learning and synergy.

Contact: Sandi Anderson, Butte College

Applying Bloom's Taxonomy
As it applies to Goldilocks and the Three Bears

KNOWLEDGE	Recall the items used by Goldi in the three bear's house.
COMPREHENSION	Explain why Goldilocks liked Baby Bear's Chair best?
APPLICATION	Demonstrate what Goldilocks would use if she came into your house?
ANALYSIS	Compare the story to reality. What incidents could not have happened?
SYNTHESIS	Propose how the story would be different if it were "Goldilocks and the Three Fishes."
EVALUATION	Judge whether Goldilocks was bad or good, and be prepared to defend your opinion.



The six different questioning levels are like six floors in a building. Here is a quick reference for the process words written at the six different levels. These process words are the major "occupants" of the thinking building.

6 EVALUATION	appraise, choose, decide, defend, evaluate, judge, justify, prioritize, rank, select, support, in your opinion
5 SYNTHESIS	change, compose, construct, create, design, find an unusual way, formulate, generate, invent, originate, plan, predict, pretend, produce, reconstruct, reorganize, revise, suggest, suppose, visualize, write
4 ANALYSIS	analyze, categorize, classify, compare, contrast, debate, determine the factors, diagnose, diagram, differentiate, dissect, distinguish, examine, specify
3 APPLICATION	apply, compute, conclude, construct, demonstrate, determine, draw, find out, give an example, illustrate, make, operate, show, solve, state a rule or principle, use
2 COMPREHENSION	describe, explain, interpret, put in order, paraphrase, restate, retell in your own words, summarize, trace, translate
1 KNOWLEDGE	define, identify, label, list, locate, match, memorize, name, recall, spell, state, tell, underline, fill in blank

Activity: CREATING A COMMUNITY OF AUTHORS

SCANS Competency Area(s):
☒ Resources ☒ Information ☒ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: This comprehensive assignment provides an impetus for students to assess and evaluate course content and essential life management skills, exercise team building and management skills, develop specific "job" skills as they relate to expertise and "job" skills and practice interrelationships, communication and delegation in relation to a simulated employment experience.

Extended and ongoing, this strategy is more applicable to serious, committed Life Management students and may be too challenging for some courses and students.

See worksheets: 69a through 69f

Indicators of Student Behavioral Change:

Contact: Ruby Trow, California State Polytechnical University, Pomona

Creating a Community of Authors

Marilynn Filbeck
Family Environmental Sciences
CSU Northridge

Ruby L. Trow
Nutrition and Consumer Sciences
Cal Poly Pomona

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FES 320 - Spring 1996

Instructions for Writing the "Book" on Family Resource Management

The book on family resource management is a two part assignment. The first part has to do with team members working together to write the basic content of the book, so each team creates its own generic text. The second part is an individual assignment in that each team member writes his or her personal interpretation of the generic text. The information presented in the next couple of pages is designed to get you through the midterm, or first three chapters of the book, and enough information to understand the entire book project.

Team Organization

Teams may have no fewer than three members and no more than six. To ensure success, each team must utilize good management strategies and skills. Each team must clearly identify team member roles and responsibilities, as well as a carefully detailed plan of action and a timeline. Each team will need a manager, writer, editor, artist, and a computer consultant. Job descriptions for each role are as follows:

> Manager - responsible for creating a positive team work environment so team members will be successful; facilitates communication among all members of the team; makes sure team members understand their responsibilities; ensures that a detailed plan of action and timeline is agreed upon by all team members and that copies of the plan and timelines are given to each member; monitors plan of action and timeline and provides progress reports; plans opportunities for team members to regularly evaluate their progress toward completing the book and their teamwork skills.
>
> Writer - responsible for writing the text, chapter by chapter; makes sure information for the chapters is relevant and adequate; if additional information is needed to complete chapters, attention to this problem is brought to the manager's attention early in the writing process; organizes all written summaries and data provided by team members into coherent chapters; writes for an audience of college students; uses excellent writing skills; works closely with the editor.
>
> Editor - responsible for editing the text, chapter by chapter; may need to rewrite text for readability; ensures one voice that speaks to a college student audience; formats text for ease in reading; ensures a consistent format (either APA, MLA or U of Chicago); works closely with writer, artist and computer consultant.
>
> Artist - responsible for all art work and the appearance of the book; creates an attractive cover that is appropriate for the topic; suggests graphics, pictures, poems, famous sayings, etc. that add meaning to the text.
>
> Computer Consultant - responsible for the use of computers in this project; [illegible] provides team members assistance with learning email (not when [illegible] down); provides technical assistance with word-process[illegible] etc.); might have to input data for team.

Each team decides upon how to assign the[illegible] and responsibilities. You might want to rotate the jobs so that each member ha[illegible]portunity to accept different leadership roles. You may decide that you want assistants, e.g. assistant manager or co-manager, assistant writer or co-writer, etc. You may also want to double assignments, e.g. artist and computer consultant, manager and computer consultant or editor and computer consultant, etc. Considerable talk needs to go into these decisions.

Plan of Action and Timeline

Once the team is organized, you need to make a detailed plan of action outlining the work that needs to be done by the team, step-by-step. The timeline identifies a date and time when each step must be done. All team members need to work together on the plan of action and timeline and must agree to be responsible for the work that they are to do. Each team member must show his or her approval by initialing each task he or she will perform. Each member needs a copy of the agreed upon plan of action and timeline. Filbeck will also want a copy.

About the Book

There are to be six chapters. The cover, title page, the first three chapters and references are due ____________ (midterm). The cover, title page, introduction, last three chapters, conclusion and references are due ______________ (final).

For each chapter of the book, team members must work together to identify from the course textbooks what concepts and ideas are the most relevant. Class time will be provided for this process. The information is to be condensed into no less than one and one-half pages and no more than three pages. In addition, each member must read a relevant, up-to-date article from a jounral on the topic, summarize the article and send the summary via email to each committee member. The writer will put the information together so that each chapter will be to less than three pages and no more than six typed pages (double spaced) of text. The artist will find ways to add meaning to the text through graphics, pictures, cartoons, famous sayings, etc. The editor does the final work, making each chapter as perfect as possible. At this point, the chapters are copied for each member. This all has to be done in a timely manner so that each member has adequate time to write an additional two-four pages of personal reflection to each chapter; this part is about your understanding of the information, your personal insights and meaning. You might want to title this section at the end of each chapter, "On a Personal Note". The personalization may also include famous quotations, cartoons, and personal stories.

In the end, each team member will submit his or her own book which contains chapters that reflect a team work and individual work. If done right, NO ONE HAS TO STAY UP ALL NIGHT TO GET IT DONE and NO ONE HAS TO MORE THAN HIS OR HER SHARE OF THE WORK BECAUSE SOMEONE DIDN'T DO WHAT THEY WERE SUPPOSE TO DO and NO ONE HAS TO MEET OUTSIDE OF CLASS.

Book Contents To Be Written as a Team

The book cover must be original, convey a message about the contents of the book and include the book title.

The title page must include the book title, date, team name, name of member submitting book and then the names of your team members as co-authors.

The table of contents must list each separate entry with the page number.

Each chapter must be identified as a separate chapter.

1. Chapter 1 must be about qualities of good management. It should include definitions of management and resource management, recent theories on effective management, what qualities are needed for effective management in today's' workplace as well as in the home, how teamwork fits into effective management, and the benefits of effective management. The first 1 1/2 - 3 pages of information must come from *The 7 Habits of Highly Effective People* and relevant class notes. The remaining pages of text are from summaries provided by each team member, making the total number of pages from 3-6. Make sure all information is appropriately cited. Begin the chapter with an introduction and end it with a conclusion.

2. Chapter 2 must be about the foundation to good management, mainly about values, goals, mission statements and lifestyles. It should include definitions of these terms, why one should know and prioritize his or her values, what happens when there is a value conflict, what kinds of goals are there, how does one write clear goal statements, how can one achieve his or her goals, how can families or groups achieve their goals, what is the role of a mission statement, what are the elements of mission statements, and how do all these concepts relate to each other. The first 1 1/2 - 3 pages must come from *The 7 Habits of Highly Effective People* and relevant class notes. The remaining pages of text are from summaries provided by each team member, making the total number of pages from 3-6. Make sure all information is appropriately cited. Begin the chapter with an introduction and end it with a conclusion.

3. Chapter 3 must be about time management. It should include time management theory, strategies for successful time management, causes of procrastination and how to avoid it, identification of time wasters, and how to deal with people who manage their time differently than you. The first 1 1/2 - 3 pages must come from *The 7 Habits of Highly Effective People* , *The 10 Natural Laws of Successful Time and Life Management: Proven Strategies for Increased Productivity and Inner Peace* and relevant class notes. The remaining pages of text are from summaries provided by each team member, making the total number of pages from 3-6. Make sure all information is appropriately cited. Begin the chapter with an introduction and end it with a conclusion.

4. Chapter 4 must be about decision making.

5. Chapter 5 and 6 will be your teams' decision. You will be given choices.

The reference page lists, in appropriate format, all sources mentioned in the chapters.

Personalization of Each Chapter

For your "personal notes", it is recommended that you include the following:

1. Chapter 1 should include your management experiences and an evaluation of your management strengths and weaknesses. Give specific examples. Relate to the text.

2. Chapter 2 should identify your own personal mission statement, values and goals and how these relate to the text.

3. Chapter 3 should include an evaluation of your time management skills, what works for you, what doesn't and what changes are you attempting to make (if any) as related to the text.

FES 320 - Fall 1995
Evaluation of First Three Chapters (90 points)

Name____

GroupName____________________________________

Contents of Chapter I (Generic Text) (15 points)

____ Identifies and discusses major concepts or theory on resource management

____ Presents major concepts and theory from Covey and class notes.

____ Is cohesive and has a message.

____ Includes additional information to supplement or expand upon major concepts.

____ Has a descriptive title.

____ points

Contents of Chapter II (Generic Text) (15 points)

____ Identifies and discusses major concepts or theory on Values, Lifestyles, Goals and Mission Statements.

____ Presents major concepts and theory from Covey and class notes.

____ Is cohesive and has a message.

____ Includes additional information to supplement or expand upon major concepts.

____ Has a descriptive title

____ points

Contents of Chapter III (Generic Text) (15 points)

____ Identifies and discusses major concepts or theory on time management.

____ Presents major concepts and theory from Covey, Smith and class notes.

____ Is cohesive and has a message.

____ Includes additional information to supplement or expand upon major concepts.

____ Has a descriptive title.

____ points

Personalization of Chapter I (10 points)

____ Provides real life examples and meaning to the concepts and information discussed on resource management.

____ Includes personal anecdotes, examples, illustrations or stories that are personally relevant.

____ Includes poems, cartoons, famous quotations, pictures, etc. (optional).

____ points

Personalization of Chapter II (10 points)

____ Provides real life examples and meaning to the concepts and information discussed on values, lifestyles, goals and mission statements.

____ Includes personal anecdotes, examples, illustrations or stories that are personally relevant.

____ Includes poems, cartoons, famous quotations, pictures, etc. (optional).

____ points

Personalization of Chapter III (10 points)

____ Provides real life examples and meaning to the concepts and information discussed on time management.

____ Includes personal anecdotes, examples, illustrations or stories that are personally relevant.

____ Includes poems, cartoons, famous quotations, pictures, etc. (optional).

____ points

References and Citations (5 points)

____ Adequate number of references (size of group less one)

____ Citations and references follow appropriate format and consistent.

Quality of Writing (10 points)

____ Neatly typed.

____ Correct spelling, grammar and punctuation.

____ Title page with descriptive title for book, date, names of writers

____ points

Total Points for Book __________

Activity: MANAGING CHANGE - MINI PROJECT

SCANS Competency Area(s): ☒ Resources ☐ Information ☐ Technology ☐ Interpersonal Skills ☒ Systems ☐ No SCANS Competencies

SCANS Foundation Skills: ☐ Basic Skills ☐ Personal Qualities ☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Using the systems/management ecosystem model, students identify, plan, implement and evaluate a change they wish to make in their near environment.

Managing Change

Select a change you wish to make. It can be:

an area of your environment,
e.g. study area, closet, kitchen.

a method or task,
e.g. preparing a meal, cleaning a room, doing the laundry, washing the car.

1. Describe or define the situation. Include problems and resources available to use. Pictures and diagrams maybe helpful.
2. Gather information. This may include a list of items that you will need, items on hand, prices, measurement and so on.
3. Plan the change you wish to implement. Include description, picture and/or diagrams.
4. Evaluate the result and how you plan to maintain the change.

Indicators of Student Behavioral Change: Student response to change - they turn-in assignments on time and talk about ease of doing homework and managing their own activities.

Contact: Carolin Caverly, Orange Coast College

Activity: RESEARCH TECHNIQUES

SCANS Competency Area(s):
☒ Resources ☒ Information ☒ Technology
☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☐ Personal Qualities
☐ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Find two articles in the library related to a given topic using a "traditional" search method such as the *Readers' Guide to Periodicals,* etc. Find two additional articles using a computer data base such as Proquest. Compare and contrast these two methods by having one-half of the class list the pros and cons of the "traditional" methods and the other half with the online methods.

Indicators of Student Behavioral Change:

Contact: Lynne Miller, Long Beach City College

Activity: GROUP TESTING

SCANS Competency Area(s):
☐ Resources ☐ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☐ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Students take a test in a group. Group answers are brought up - instructor has master key and checks student answers - tells students how many they missed (but not which ones). Then group decides if they want to take a chance and reanswer some of the questions - they can then get a higher or lower score depending on how they answered questions - whole group gets the same score.

Indicators of Student Behavioral Change: Students enjoy group work and like to work together to gain group consensus. They ask for more group testing.

Contact: Pat Mogan, Orange Coast College

Activity: **RATING SCALE FOR CO-OPERATIVE WORK EDUCATION STUDENTS**

SCANS Competency Area(s):
☐ Resources ☐ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Use an industry-based rating scale to see how you would rate if your behavior as a student were used to recommend you for a position as a worker.

Indicators of Student Behavioral Change: Use self-assessment to see transfer of school activites/attitudes to life-after school (work).

Contact: Ruby Trow, California State Polytechnic University, Pomona

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Activity: **CAREER SEARCH**

SCANS Competency Area(s):
☒ Resources ☒ Information ☒ Technology
☒ Interpersonal Skills ☒ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☒ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Class visit to Career Center to research a career area of choice. Each student investigates information relating to their area after a class orientation. Group work and sharing is an integral part of completing the outline worksheets. A second visit involves identifying needed skills for the job area and matching student's skills and experience and "gaps" with career areas of interest. Information is also shared on resume writing, attacking the job market and preparing for interviews.

See worksheets: 72a through 72c

Indicators of Student Behavioral Change: Students will feel more confident in researching career choices and in continuing to use resources and the assistance of campus career center specialists.

Contact: Barbara Gershman, Saddleback College

Barbara Gershman
Saddleback College

Teaching Strategy - Life Management

Career Search

Many community college students under-use campus career centers and information on how to find employment opportunities. This activity involves having each student identify one career area to research on a class visit to the campus career center. Usually an orientation precedes individual and group searches. Many students help each other whether or not they are looking for similar information. The search involves using a variety of print and computer resources under the direction of the career center specialist and the instructor. A simple outline form is completed. (See attachment.).

A second career center class visit involves the "career placement" side of the search. Past classes have enjoyed presentations on how to write a resume as well as how to research the hidden job market and prepare for interviews. Class discussions about suggested resume preparation as well as appropriate interview responses become group projects. Students also complete a "skills worksheet" to identify elements in their personal volunteer and work experience to match up with specific occupational skills tied to their career choices. These become helpful personalized identified skills that can be incorporated into resumes and job interviews. Students can prepare a resume for an extra credit project.

I am always amazed at how advice from the career center specialists changes from semester to semester depending on feedback from industry. Even the most experienced student seems to pick up some new tip for an individual focus and job search.

This activity seems to integrate all the SCANS competencies and foundation skills. Resources, interpersonal skills information systems and technology are all involved as well as basic skills, thinking skills and demonstration of personal qualities.

Career Search

Name________________________________

Career:

Education and Special Requirements:

Job Outlook and Projections:

Why are you interested in this career area?

Most helpful resources found in Career Center:

Skills Worksheet

Job Objective: ____

1. Choose an occupation
2. Look up that occupation in the Occupational Outlook Handbook
3. Read the sections on "Nature of the Work" plus "Training and Qualifications."
4. Pick out what you believe are the four important skills needed for that job.
5. Stop and think — where have you used those skills? Think of several examples.

EXAMPLE	YOU TRY IT
OCCUPATION	**OCCUPATION**
RETAIL SALES WORKER	
SKILL 1	**SKILL 1**
Communication	
A. Public speaking class	
B. Taught teacher to jump start car	
C. Camp counselor: woodworking	
SKILL 2	**SKILL 2**
Selling	
A. Sold my car	
B. Sold yearbook advertising space	
C. Fund-raiser for SADD	
SKILL 3	**SKILL 3**
Math	
A. "B" average in high school math	
B. Do my own 1040 EZ tax form	
C. Use math in woodworking	
SKILL 4	**SKILL 4**
Computers	
A. High school computer class	
B. Use uncle's IBM PC	
C. Enjoy learning new programs	

Activity: **GROUP ASSESSMENT ACTIVITY WITH SCORING CRITERIA**

SCANS Competency Area(s):
☒ Resources ☒ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☒ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Groups of students are assigned a role (one per group) in resolving a problem based on different points of view.

Indicators of Student Behavioral Change: Students present project and are assessed using preestablished criteria with descriptors for each criteria: group work, thinking skills, communication of ideas and use of subject area knowledge (application).

Contact: Ruby Trow, California State Polytechnic Univeristy, Pomona

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Activity: **THE CAREER WHEEL**

SCANS Competency Area(s):
☒ Resources ☒ Information ☐ Technology
☒ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills:
☐ Basic Skills ☒ Personal Qualities
☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Comprehensive analysis of impacts of career decision. Students share research in small groups or with entire class. **See page 33 in Part I Instructional Resources: Conflict Resolution.**

See worksheets: 73a and 73b

Requires library, career center and other research. Writing skills required.

Indicators of Student Behavioral Change: Student assessment of newly acquired knowledge and increased awareness of relationships among values, goals and career decision. Good for younger and returning (mature) students.

Contact: Elizabeth Stark, Chaffey College

GUIDE TO THE CAREER WHEEL

Income

What will be your income?

Will your income increase as you stay with the job?

What are the fringe benefits?

Can you support yourself / your family on this income?

Spending

What is the cost of the job? (clothes, transportation, other costs)

Will you spend your money differently because of the job?

Use of time

What hours will you work? Will your work schedule vary?

What time demands will work place on your family?

Will the job require overtime?

Will you need to take the "job" home with you?

Will you need to attend meetings after hours?

Housing

Will you need to live in a particular geographic area?

Will the job require space to work at home?

Will the job require you to entertain at home?

Health services

What are the health risks in your job?

Is health insurance provided, or is it available?

Taxes

In what income tax bracket will you be?

What effect will the job jave on your political orientation?

Fringe benefits

What are the economic, social, and educational fringe benefits of the job?

Who will pay for the finge benefits? Are they optional?

Value orientation

Is the job compatible with what is important to you?

How may the job change what is important to you? (time, people, and income)

Will your job help clarify or alter your value system?

Retraining

Will the work you have been trained for be needed for some time?

Is there provision for retraining?

Is there a program of ongoing inservice education and training?

Job preparation

How long will it take to prepare for this job?

Where can you get the training / schooling?

What is the cost of the education required for the job?

What types of financial aid are available?

Contribution to society

Does the job make a positive contribution to society?

Does the job improve the quality of life for yourself, your family, and society?

Family relations

What effects will the job have on your family life?

How will the job affect your home responsibilities? (housework, car maintenance, child care, and food preparation)

How will the job affect your spouse's sex-role perceptions?

Others' perceptions of you as a person

How will you be regarded by others because of this job?

How will the job affect your social or community life?

Use of community resources

What community services will you need as a result of the job?

Will the time and energy demands of the job permit you to take advantage of community resources?

What community services will be available to you?

Environment

What effects will your job have on the environment?

What goods and services, (water, electricity, gasoline), will you consume because of the job?

Trade-offs?

After considering all of the above factors, what must you give up to have this job?

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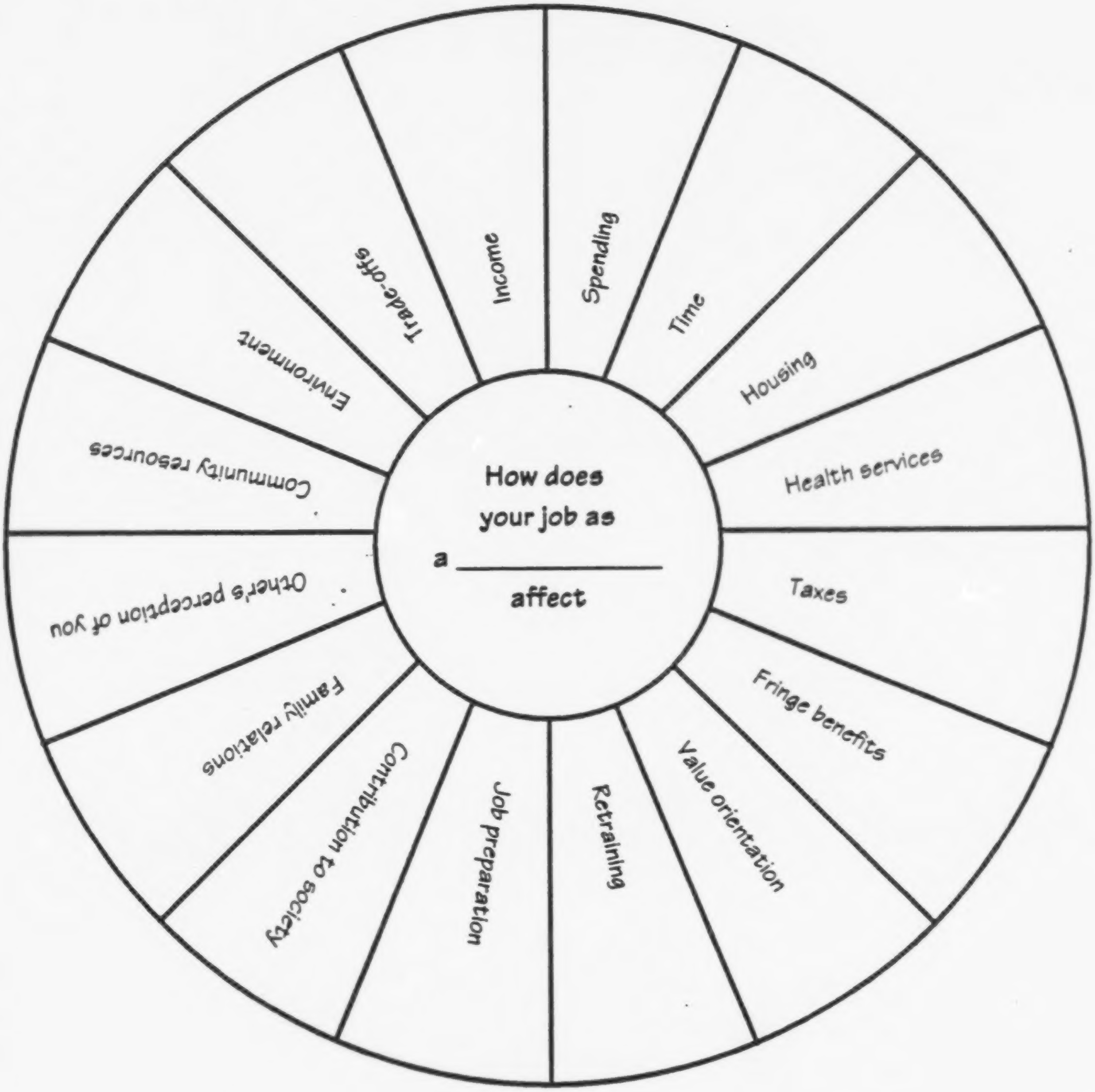
How does
your job as
a ______________
affect
Income
Spending
Time
Housing
Health services
Taxes
Fringe benefits
Value orientation
Retraining
Job preparation
Contribution to society
Family relations
Other's perception of you
Community resources
Environment
Trade-offs

Activity: **INDIVIDUALIZED FINAL PROJECT (CAN BE USED AS FINAL EXAM)**

SCANS Competency Area(s): ☐ Resources ☐ Information ☐ Technology ☐ Interpersonal Skills ☐ Systems ☐ No SCANS Competencies

SCANS Foundation Skills: ☒ Basic Skills ☒ Personal Qualities ☒ Thinking Skills ☐ No SCANS Foundation Skills Identified

Description: Life Management Final Project

Joe - as an employee of the county housing agency, you are asked to prepare a workshop for a group of single parents, both moms and dads, who have had problems managing their money. These people have a steady income and qualify for housing assistance but still have trouble getting their bills paid. What would you try to teach them about money management?

Jon - as an award winning writer you are asked to speak to an assembly of college students on your advice about living an effective life and maintaining balance in your life. What would you say to them in a twenty minute speech?

Kim - the director of the preschool your children attend has asked you make a presentation to the parents whose children attend the school. The topic she would like you to address is *How to Create a Healthy and Happy Lifestyle for Your Family.*

Joanna - you have been asked to speak to the young adult group in your church on the topic of preparing for a lifetime relationship with your mate. What suggestions could you give them for learning to communicate effectively and for sustaining a lifelong relationship?

Additional topics which could be assigned:

- goals
- credit
- stress
- attitudes
- financial management
- values and principals
- procrastination
- nutrition
- fitness
- time management

Indicators of Student Behavioral Change: Can see how student has synthesized what was learned in class.

Contact: Mary Nelson, Monterey Peninsula College